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ABSTRACT

This five-part report focuses on a cooperative attempt by Tanzania and Canada to seek creative solutions to some common education and development problems. The Tanzania Project provided the professional and educational services necessary for organizing, establishing, and administering within the Department of Elementary Education at the University of Alberta a special one-year diploma program for Tanzania tutors. According to contractual agreement, the three-year program sponsored up to 20 tutors each year and was designed to broaden and deepen the candidates' experiences while exposing them to other systems. Part 1 of the report presents a history of the Tanzania Project and the purpose of the study. Part 2 delineates the project goals and objectives. Part 3 describes the planning and implementation of the project program. Included in this section are (a) description of the selection procedures of staff and students, (b) a delineation of staff functions and responsibilities, (c) reactions to discussion on the academic program, and (d) a description of program resources. Part 4 discusses the outcomes of the Tanzania Project. Part 5 summarizes the study, and offers recommendations. (JS)

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TANZANIA PROJECT

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A CASE STUDY OF AN INTERNATIONAL TEACHER EDUCATION PROGRAM

BY

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FACULTY OF EDUCATION

THE UNIVERSITY OF ALBERTA

1974

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Chapter I

HISTORY OF THE TANZANIA PROJECT AND PURPOSE OF THE STUDY

A common problem in many developing nations is the need to formulate new educational policies based on a realistic appraisal of present needs and conditions and consistent with the long-range goals of social, political, and economic development. Added to the problem of educational goal-setting is the lack of sufficient capital and of adequately trained personnel needed to implement the proposed reforms. Some education officials have sought international aid in an effort to establish, improve, or expand indigenous educational institutions. Others have asked for assistance in the form of special education programs for suitable candidates selected for study abroad. In Tanzania, as in many newly-independent African nations, foreign study continues to be an important supplement to indigenous higher education.

This report on the Tanzania Project, an international teacher education project at the University of Alberta, focusses on a cooperative attempt by Tanzania and Canada to seek creative solutions to some common education and development problems. This introductory chapter provides a brief history of the setting and events leading to the establishment of the Project and describes the purpose and organization of the study.

Background to the Tanzania Project

Need to Upgrade Primary Teacher Education in Tanzania

Soon after gaining independence in 1961, Tanzania began an extensive program of educational reform. Significant educational changes occurred during the post-independence period, 1961—1967. These included abolition of the racially-divided colonial education system: an increase in primary and secondary school enrollments by 55 per cent and 117 per cent, respectively; formal guidelines for coordinating post-primary enrollments with projected high-level manpower needs; expansion of adult education; establishment of farmers' training centers, upgrading of teachers; and more Africanized curricular content and examinations (Resnick & Resnick, 1971).

The First Five Year Plan (1964—1969), which succeeded the Three Year Plan (1961—1964), continued to give priority to the expansion of secondary education, teacher education, and the University (Nyerere, 1973). Consequently, primary entrance was still limited to less than 50 per cent of the eligible seven year-olds, the majority of whom (82 per cent) ended their formal schooling in the fourth standard (grade), following their elimination by an examination. The persistence of an academic, examination-oriented, neocolonial education system, the problem of unemployed primary school leavers, and the disproportionate costs of higher education forced a re-thinking of Tanzanian educational policies (Resnick & Resnick, 1971).

The publication of *Education for Self-Reliance* (Nyerere, March, 1967) "marked a turning point in the educational policy of Tanzania (Mwingira, 1969, p. 66)." The new educational policy which emerged was

based on the socialist-egalitarian principles of development enunciated in *The Arusha Declaration* (Nyerere, February, 1967), and later in *Socialism and Rural Development* (Nyerere, September, 1967). According to these official government publications, the education system was to become instrumental in achieving the proposed political, social, and economic goals of development. Educational institutions were to be more rurally-oriented and integrated with their respective communities. A primary task of the education system was to be political socialization, assisting in the development of socialist-egalitarian public attitudes and encouraging settlement in *ujamaa* collective villages. The chronic problem of primary school leavers would be alleviated by raising the age of primary school entrance to seven or eight, providing more relevant primary education, intensifying adult education, promoting rural development, and encouraging *ujamaa* settlement (Resnick & Resnick, 1971).

In the Second Five Year Plan (1969—1974), the most fundamental changes were directed toward the primary school system. Along with the target of universal primary education by 1989, the following changes were also proposed: elimination of the primary four examination, conversion to a seven-year primary program, curricular revision to include more emphasis on the practical and agricultural rather than the academic, changes in methodology toward the teaching of concepts and the use of inquiry rather than rote learning, and the establishment of school farms or workshops to achieve a degree of self-sufficiency and to develop a sense of community responsibility and respect for manual labor. There was to be a more equitable regional distribution of primary schools and more primary places were to be made available, especially for girls,

who had been the victims of *de facto* discrimination (Resnick & Resnick, 1971).

Such sweeping changes at the primary level required corresponding changes in primary teacher education. Generally, primary teachers had been classified into three Grades: A, B, and C (*Tanzania Today*, 1968). Grade C teachers, with Standard VII and two years of teacher training, taught the lower primary standards; Grade B teachers, with Standard X and two years of teacher training, taught the upper primary standards; and Grade A teachers, with Form IV and two years of teacher training, taught the upper primary standards or lower secondary forms.

The First Five Year Plan called for conversion to a seven-year primary system and for the employment of Grade A teachers. Teacher colleges were to be reduced in number and reorganized, eliminating Grade B colleges and phasing out Grade C colleges. The Dar es Salaam College was to train Form VI leavers to become Education Officers, Grade III, and provisions were made for in-service upgrading, through special courses and/or merit, of Grades B and C teachers. Since the mid-1960's, the University College at Dar es Salaam offered a B.A. with Education and a B.Sc. with Education degree program, primarily for secondary teachers. More recently, provision was made to include a Primary Education Option in this program.

The Second Five Year Plan gave priority to primary education, proposing not only primary school expansion, but also qualitative changes in the content of primary education. To provide the necessary pre-service and in-service teacher preparation, tutors (teacher trainers) at primary teacher colleges also required re-training and re-orientation. The

prohibitive costs of teacher education programs and the desire to examine other models of teacher education led to the search by Tanzanian officials for foreign aid projects which could help meet the educational and manpower needs of Tanzania.

Request for Canadian Assistance

In 1970 the Canadian International Development Agency (CIDA) received a request from the Tanzanian Ministry of Education, forwarded through the Office of the Canadian High Commission in Dar es Salaam, for Canadian assistance in providing suitable training programs for selected Tanzanians who would be involved in teacher education in Tanzania. The initial request called for the training at a Canadian university of one group of candidates toward a B.Ed. degree and of another group of tutors in primary methods through a special, shorter program, possibly leading to a certificate or a diploma. This request was submitted by CIDA to the University of Alberta for consideration by the Faculty of Education.

After careful deliberation, the Faculty of Education expressed some reservations about the feasibility of such a project at the University of Alberta and offered two alternative proposals. One suggestion was that the University of Dar es Salaam institute a four-year B.Ed. degree program. The other was that the University of Alberta assist in the planning and developing of a four-year teacher education institution in Tanzania which would offer a degree in education. However, according to CIDA officials, the Tanzanian Ministry of Education had requested special programs that would broaden and deepen the candidates' experiences and would expose them to other systems. Consequently,

CIDA urged the University to explore further the possibility of providing such specialized programs at the University of Alberta.

Recommendations of the Feasibility Report

In November, 1970 CIDA sent two University of Alberta officials, Dr. M. Horowitz, Chairman of the Department of Elementary Education, and Mr. W. Pilkington, Associate Dean of the Faculty of Education, to Tanzania where they met with Tanzania Ministry officials and tutors from several teacher training colleges. The primary purpose of this visit was to conduct a feasibility study regarding the proposed diploma program for Tanzanian tutors at the University of Alberta. A secondary purpose was to ascertain the kind of program best suited to the needs of Tanzanian educators (Horowitz & Pilkington, 1970).

The following is a summary of the recommendations included in the feasibility report:

(1) That CIDA sponsor a program for a maximum of 12 tutors during the 1971-1972 year;

(2) That the program continue for a minimum of three years, admitting a maximum of 20 tutors each year, with the exception of the first year;

(3) That each year's students arrive in early June and remain until the following May;

(4) That, initially, students be admitted to a special one-year diploma program and that some individuals be considered for the degree program in subsequent years, with credit for work in the diploma program.

(5) That a special program be designed to include the following components:

(a) A core seminar on education to assist students in the translation into Tanzanian terms of ideas gained from exposure to different systems;

(b) Selected courses in curriculum development, in-service education, and teacher education;

(c) Independent study with selected instructors from the Faculty of Education in their fields of specialization;

(d) Field experiences in schools, Department of Education, faculties of education, teachers' associations, etc.;

(e) Arts/Science courses in their major field.

(6) That two of the prospective candidates for 1971-1972 be allowed certain modifications in the above program to permit comparable components because of their recognized leadership in their respective fields;

(7) That, in addition to the regular instructional staff, the budget allow for two full-time staff members consisting of a senior person acting as program coordinator, seminar leader, and student advisor; and a practising teacher seconded from a school system who would be responsible for coordinating field experiences and for leading some of the seminars;

(8) That the budget allow for extensive field experiences and institutional visits by tutors outside Edmonton, including participation in Western Canada conferences, e.g., Banff Invitational Conference on Elementary Education;

(9) That the budget include provisions for allowing tutors to gain a better understanding of Canadian culture by taking advantage of

cultural events in the wider community as well as at the University, e.g., symphony concerts, hockey games, ballet performances, etc.;

(10) That upon successful completion of the program, tutors be granted a special diploma from the University of Alberta that would be acceptable in Tanzania for upgrading their level of certification;

(11) That the budget allow for annual visits to Tanzania by University staff up to a two-month period in order to interview prospective candidates, visit graduates of the program who had returned to Tanzania, and consult with Ministry and college officials;

(12) That the budget allow for annual visits to the University of Alberta by a designated official of the Tanzanian Ministry of Education for a minimum of two weeks in order to meet with tutors, participate in seminars, visit schools and school systems, and interact with officials at the University, Department of Education, teachers' associations, and other educational organizations;

(13) That decisions regarding this proposal be made as promptly as possible at all levels to permit tutors tentatively selected for the program to make the necessary personal and travel arrangements.

Agreement Between the University of Alberta and CIDA

In May, 1971 a contractual agreement was reached between the University of Alberta and CIDA for the purpose of "establishing and administering a special program of studies for Tanzanian educators in the primary methods field." The Tanzania Project was to provide the professional and educational services necessary for organizing, establishing, and administering within the Department of Elementary Education at the University of Alberta a special one-year diploma program consisting

of the key components outlined in the feasibility report. A University staff member was to make an annual visit to Tanzania for the purpose of assisting in the recruitment and evaluation of prospective candidates. The University was to select and designate a Project Director, resident in Canada, who would be responsible for the "direction, operation, and administration of the program." The University was to submit progress reports on the Project as required by CIDA and was to provide CIDA with recommendations concerning the continuance of the Project based on evaluations of its effectiveness at the end of each diploma year.

CIDA, in turn, agreed to pay the University for the provision of the required services through a mutually acceptable tuition fee formula plus an additional allowance for expenditures directly attributable to the Project and approved by CIDA. These included students' living allowances, medical expenses, textbooks and course materials, clothing, and travel expenses to and from Tanzania. In addition, CIDA agreed to pay the living and travel expenses of a member of the University staff on annual visits to Tanzania and the living and travel expenses of an official of the Tanzanian Ministry of Education visiting the University of Alberta.

According to the provisions of the contract, the agreement was to remain in effect for a period of three years, subject to annual review and approval by CIDA. The agreement could be terminated on thirty days' notice by CIDA. However, the University was to be reimbursed for work completed and for obligations incurred prior to the effective date of termination as well as for travel expenses incurred in returning students to Tanzania.

Shortly after the agreement was completed, Dr. M. Horowitz, at that time Chairman of the Department of Elementary Education and presently Dean of the Faculty of Education, was appointed Director of the Tanzania Project. From the initial stages of the Project, Dean Horowitz pressed for considerable autonomy concerning the internal operations of the Project within the broad guidelines covered by the agreement. His deep personal concern for the human element in education and his outstanding leadership skills were to have a profound effect on the planning and implementing of the Project.

Arrival of Tanzanian Educators

In August, 1971, 11 tutors from Tanzanian teacher colleges arrived at the University of Alberta where they were to remain until the completion of their programs in late June, 1972. However, during the first year of Project operation, the original diploma program was replaced by a B.Ed. degree program. Typically, a student would receive one-year credit for his teacher preparation in Tanzania or elsewhere. Students were to take courses during the spring and summer so that the remaining three years of the B.Ed. degree program (regular four-year program less one-year credit) could be completed in approximately 24 months. Since the need for Tanzanians educated to the B.Ed. degree level was confirmed by the Tanzanian government, members of the first group of students were allowed to continue their studies rather than return to Tanzania as scheduled.

The second group of Tanzanian educators, composed of 18 tutors and educational administrators, arrived in the fall of 1972 and began work towards the degree program. In the summer of 1973, the third group

of Tanzanian educators joined the Project. This group consisted of 23 tutors, educational administrators, and secondary school teachers. Meanwhile, four members of the original group had completed their B.Ed. degree program and had returned to Tanzania. Thus, at the start of the 1973-74 winter session, there were 48 Tanzanian educators in the Project under the guidance and supervision of the Director, Dean Horowitz, and six Project staff, including the Coordinator, Ms. M. Schoeneberger.

Purpose of the Study

Need for the Study

Included in the May, 1971 agreement between CIDA and the University of Alberta, which officially established the Tanzania Project, were clauses stipulating that progress reports be submitted as required by CIDA and that evaluations of the Project's effectiveness include recommendations for its continuance. However, no specific guidelines were proposed for the evaluation, nor were there funds set aside for this purpose. Subsequently, the Director requested that the Project staff prepare and submit to him annual reports on the progress of the Project during the years 1971-1972, 1972-1973, and 1973-1974.

According to Stake (1972), educational evaluation can be formal or informal, the latter drawing on "casual observation, implicit goals, intuitive norms, and subjective judgment (p. 93)." Formal evaluation, on the other hand, relies on more objective means of data collection, using check lists, inventories, structured observations, controlled comparisons, or standardized testing to more accurately describe and judge the antecedents, transactions, and outcomes which characterize a

particular educational program. Similarly, Stufflebeam (1969) defined evaluation as "the provision of information through formal means, such as criteria, measurement, and statistics, to provide rational judgments which are inherent in decision situations (p. 53)."

The annual reports prepared by the Project staff are primarily informal evaluations, consisting largely of descriptive statements about the planning and implementing of the core program and including suggestions for program changes. Based on staff discussions, informal but frequent contacts with Project students, and unstructured observations of the students in the University and school settings, these comments are both penetrating and insightful, providing the formative evaluation (Scriven, 1972) that was vitally important during the early stages of program planning and implementing.

The complex nature of the Tanzania Project, involving three major decision makers — Tanzania, CIDA, and the University of Alberta — makes it difficult to plan evaluation activities which exactly parallel Project decision-making situations. Ideally, as the Project neared the end of its initial three-year period, a summative evaluation (Scriven, 1972) would have provided information which could have assisted University officials in deciding whether to continue, expand, or terminate support for the Project. Before completion of this report, however, the University decided to terminate its involvement in the Tanzania Project, subject to the completion of its obligations to students currently enrolled in the program. Based on the recommendations of the Project Director and staff, the decision not to proceed with a proposed extension of the program beyond its original three-year cycle was made only after

careful consideration of all factors which appeared to have a perceptible influence on its successful continuance.

In the notice of termination sent to the Project students and staff, the Director indicated a need for a complete evaluation of the Tanzania Project. He suggested that a case study of this international teacher education program could provide useful information for the University of Alberta, one of the sponsoring agencies, and for others interested or involved in similar international exchange programs.

Objectives of the Study

The main purpose of this study is to produce a set of data pertaining to the operation of the Tanzania Project since its inception in 1971. It is intended to achieve the following objectives:

(1) To make more explicit the rationale for the Tanzania Project;

(2) To determine the goals and objectives of the Project and to assess their worthwhileness, in terms of their relation to the educational needs of Tanzania and to other international education programs;

(3) To describe the antecedent conditions (inputs) preceding the Project implementation, in terms of the selection, composition, and preparation of Project student and staff groups, and the provision of support staff, facilities, and resources;

(4) To describe and assess the effectiveness of the Project implementation plans and procedures (transactions), in terms of the Project students' academic and social experiences and of Project staff functions and responsibilities;

(5) To describe and assess the consequences (outcomes) of the Project, planned and unplanned, in terms of the Project objectives, adequacy

of the human/financial resources, and perceived usefulness of the Project experience to the Project returnees and to the University; and

(6) To make recommendations concerning administrative and organizational structures, financial arrangements, program planning and implementing procedures, use of resources, and other aspects of the Project which could contribute to the general knowledge of international education programs.

Limitations of the Study

A comprehensive account of the strengths and weaknesses of the Tanzania Project would require a thorough documentation of all policies and procedures, including mediating factors, which could have affected the achievement of the desired outcomes. However, inaccessibility to all relevant data from two of the three decision makers, Tanzania and CIDA, forced some speculation as to the exact nature of their objectives and policies. Furthermore, the political sensitivity of some aspects of the Project and the need to respect the privacy of individual students resulted in the decision to limit the scope of evaluation activities. Similarly, time and financial limitations prevented the development and use of more objective evaluation instruments at this time. The evaluation "team" consisted of two persons, one of whom was actively involved in the Project. It was felt that the use of a "participant observer" provided much important information and insight into the internal operations of the Project and established a continuity that is often lacking in more objective external evaluations.

Organization of the Report

The succeeding chapters of this report deal with the following aspects: Chapter II describes and assesses the goals and objectives of the Project. Chapter III provides an account of the planning and implementing of the Project operation. Chapter IV describes the outcomes of the Project. Chapter V summarizes the Project experience and offers recommendations for devising and implementing similar projects in the future.

Chapter II

GOALS AND OBJECTIVES OF THE TANZANIA PROJECT

Broad Goals

In Other International Education Programs

A survey of international education literature indicated that there are generally three broad aims or goals, often implicit, in any program of international education and cultural exchange. The central goal of the educational institution responsible for providing the necessary professional and academic services is to design and to administer a program of studies that best suits the needs and abilities of the student participants, within the limits set by the sponsoring agency and by the developing nation requesting this assistance. From the standpoint of the sponsoring agency in a developed country, one of the desired outcomes of international aid in education is better relations between developed and developing countries. For the developing country, internationally-aided education programs are usually part of a broader plan of national development.

As Seen by the University of Alberta

From the very beginning of this cooperative undertaking, the goals of the Tanzania Project were broadly perceived by University of Alberta officials. The feasibility report included guidelines for designing a special program based on the needs of Tanzania and suggestions for ensuring a better understanding of Tanzanian and Canadian cultures. As an integral part of the Project, the feasibility report proposed

that the budget allow for the participation of Project students in cultural events at the University and in the wider community. Also, University officials were to make annual visits to Tanzania in order to cooperate with Ministry officials in the selection of prospective candidates. In addition, the study recommended that CIDA support visits to the University of Alberta of Tanzanian Ministry of Education officials. This would enable these officials to assess the progress of Project students, participate in educational seminars, and interact with their educational counterparts in Canada.

The central goal of the Tanzania Project, as seen by the University of Alberta, was to assist in the academic and professional development of selected Tanzanian educators under the sponsorship of CIDA. Through cooperation in an international education program, the University hoped to gain new insights into human behavior and social change and to engage in a cross-cultural exchange of ideas and information which could lead to solutions to common education and development problems. Another Project goal was the promotion of international understanding through positive interaction between Tanzanians and Canadians. A third Project goal, as seen by the University, was to make a contribution to the general development of Tanzania through cooperative consultation with Tanzanian officials during all phases of the Project.

General Objectives

The fluid nature of the Tanzania Project made it difficult to establish a set of general objectives that would be applicable to all

phases of the Project. Originally, the University of Alberta had agreed to provide a special diploma program for selected primary tutors. However, the change to a B.Ed. degree program and the growing heterogeneity of the Project student groups called for modifications of the original program to accommodate the diverse needs, abilities, and backgrounds of the students.

Terminal and Enabling Objectives

In the absence of a written statement of Project objectives, the basic objectives of the Tanzania Project were derived from correspondence between CIDA and University of Alberta officials during the early planning stages. Discussions and interviews with the Director and staff identified some of the major changes in the program since its inception. Consequently, the following list of general objectives, characterizing the Project in its third year of operation, was determined. The classification scheme used for grouping the objectives was adapted from Rhodes and Lomas (1972). Terminal objectives refer to "the desired results of the program (p. 34)"; enabling objectives refer to "the ways and means employed in: instruction, support, and administration (p. 33)."

Terminal Objectives

(1) The University of Alberta, in consultation with the Tanzanian Ministry of Education, will design and implement an appropriate teacher education program based on the educational needs of Tanzania.

Enabling Objectives

(a) Conduct a feasibility study of the educational needs of Tanzania and of the availability of resources to meet these needs at the University of Alberta.

(b) Become familiar with public documents and policy statements of Tanzanian officials regarding educational needs and planning in Tanzania.

Terminal Objectives	*Enabling Objectives*
	(c) Arrange annual visits of Project staff and/or University officials of Tanzania for selecting prospective candidates and for consulting with Tanzanian officials.
	(d) Organize visits to the University of Alberta of Tanzanian Ministry officials for assessing the progress of Project students, suggesting program revisions, and meeting with their educational counterparts in a cross-cultural exchange of ideas.
	(f) Provide letters of recommendation based on Project staff evaluation of individual students' progress in the Project, which could assist Tanzanian officials in their placement of Project returnees.
(2) Project students will experience a smooth transition from Tanzanian to Canadian society in general and to the University setting in particular.	(a) Meet Project students on arrival at the airport.
	(b) Provide an orientation program upon arrival of each new group of Project students.
	(c) Coordinate Project orientation activities with CIDA orientation.
	(d) Employ special Project staff with responsibilities for advising individual students, providing extensive counselling during the first year of study, and maintaining close contact with students, as needed, during the remainder of their programs.
	(e) Establish a special core program which gradually exposes Project students to various University instructional settings.

Terminal Objectives	*Enabling Objectives*
	(f) Provide English Language Services, where needed, during the first year of study.
	(g) Provide tutorial assistance, where needed, in subject areas where background deficiencies seriously limit student progress.
(3) Project students will become more knowledgeable in their professional role as teachers.	(a) Provide a theoretical background through compulsory courses in Curriculum and Instruction, Educational Foundations, Educational Administration, and Vocational Education.
	(b) Provide practical field experiences which involve contacts with pupils, teachers, and administrators; which require observation of teacher-pupil interaction; and which include a teaching component.
(4) Project students will have an increased knowledge of the nature of child development and learning.	(a) Require Project students to enroll in Educational Psychology courses dealing with child development and learning.
	(b) Provide opportunities through field experiences for Project students to observe and to interact with children in various school settings.
(5) Project students will be exposed to educational ideas, practices, and institutions in a Canadian setting.	(a) Provide seminar discussions in the initial year of the program that focus on: education in Canada, Alberta, and Edmonton; teacher preparation; and current education issues presented in talks by invited speakers.
	(b) Provide field experiences during the initial year of the program

Terminal Objectives	*Enabling Objectives*
	that include visits to different types of schools and that require an in-depth study in the student's subject area of specialization.
	(c) Provide financial support for the attendance of Project students at the biennial elementary education invitational conference at Banff, Alberta.
(6) Project students will have a broader understanding of Tanzanian society and education.	(a) Establish course sections with direct relevance to Tanzanian needs in Rural Sociology 301, Vocational Education 361, Educational Curriculum and Instruction 302, Educational Foundations 473 and 401.
	(b) Prepare faculty members who will be working with Project students through in-service seminars on Tanzanian society and education.
	(c) Collect up-to-date materials on Tanzania in a central location accessible to both Project students and teaching staff.
(7) Project students will have increased their knowledge and skills in their subject areas of specialization.	(a) Allow each Project student to select Arts/Science courses relevant to his/her area of subject specialization.
	(b) Require each Project student to complete an in-depth study in his/her subject area of specialization, which normally would consist of classroom visits, interaction with classroom teachers, and a teaching component.

Terminal Objectives	*Enabling Objectives*
(8) Members of the University teaching staff, inside and outside the Faculty of Education, will assume some of the responsibility for conducting an international teacher education program.	(a) Hold in-service seminars to acquaint faculty members working with Project students with the needs of Tanzanian society and education. (b) Provide opportunities for faculty members to supervise Project students in independent studies in their areas of subject specialization. (c) Invite faculty members to participate in planning the Project core program. (d) Involve faculty members in the teaching of core courses. (e) Involve Project staff in the sharing of the teaching load in the Department of Elementary Education.
(9) Positive cultural interaction will take place between Tanzania Project students and Canadians.	(a) Provide financial support for the attendance of Project students at the biennial elementary education conference at Banff, Alberta. (b) Provide financial support for the attendance of Project students during their first year of study at various cultural events at the University and in the wider community. (c) Encourage Project students to increase Canadians' knowledge and appreciation of Tanzanian society and culture by accepting invitations to speak about Tanzania to school children, teachers, and community groups, and by accepting invitations to visit Canadians in their homes.
(10) Follow-up activities in Tanzania will maximize the contributions of the Project returnees to Tanzanian development.	(a) Maintain contacts with Project returnees through university newsletters, complimentary subscriptions to professional literature, and personal correspondence.

Terminal Objectives	*Enabling Objectives*
	(b) Maintain personal contacts with Project returnees through periodic visits by Project staff which could provide professional advice and could produce feedback information on the perceived usefulness of the Project experience.
(11) Follow-up activities at the University of Alberta will maximize the contribution of the Tanzania Project to the University's understanding of international cooperative development programs.	(a) Present the Tanzania Project as a case study which could provide useful information to University officials in determining possible future involvement in other international education projects.
	(b) Arrange meetings of groups that are interested in international programs in order to exchange ideas and experiences which could serve as guidelines for designing future programs and/or modifying existing ones.

Assessment of the Goals and Objectives

Developed countries, such as Canada, participating in programs of international development, expect that the results of such cross-cultural exchanges will be mutually beneficial. Criticism of this professed "partnership" between Canada and the Third World, particularly from the New Left (Caplan, 1973), calls for a closer look at the goals of intercultural education programs. It is neither the purpose nor the place of this study to question the decisions by Tanzanian officials to give priority to primary education and to seek Canadian assistance in upgrading primary teacher education. The bases for these decisions can be found in the various government policy papers and statements. Furthermore,

the decision to locate the Project at the University of Alberta rather than in Tanzania apparently was based on CIDA's understanding of the Tanzanian request. The role of education in national development remains a controversial issue. The Tanzania Project is just one of many attempts to seek cooperative solutions to universal problems in education in a rapidly changing world community. After much consultation, all three parties to the agreement accepted the proposed teacher education program outlined by the University of Alberta.

Mutual agreement on program goals, however, is only the first step toward ensuring the success of a cooperative undertaking. For an international education project to approach the proposed goals of national development and increased intercultural cooperation and understanding, three further conditions must also be met (Smith, 1964). Firstly, there must be careful attention to the selection of students entering the program. Secondly, programs must provide experiences and insights that are potentially transferable to the home situation. Thirdly, there must be career opportunities in the home country which utilize this training most effectively.

In the case of the Tanzania Project, early recognition of the importance of these three factors resulted in cooperation between University and Ministry officials not only in the selection of Project students, but also in the designing of programs considered appropriate to the educational and developmental needs of Tanzania. However, the need to preserve and respect the autonomy of each partner in this complex scheme of teacher education limited the extent to which the third condition could be achieved. The right to place Project returnees in any

posting which best suits the needs of Tanzania has been clearly recognized as a Tanzanian senior management decision. On the other hand, without encroaching upon the autonomy of Tanzania in the career placement of Project returnees, a complete evaluation of the Project requires feedback information from Project returnees, possibly through extended visits to Tanzania by experienced Project staff members. The choice of such Project personnel is clearly a University responsibility because this agency is in the best position to decide how to use most effectively the available human and financial resources.

Thus, although there may be multilateral agreement as to the broad goals of an international education project, it is much more difficult to reach concurrence on the best procedures to follow in order to achieve the desired outcomes. The preceding objectives clearly indicate the University's willingness to consult with Tanzanian and CIDA officials on numerous aspects of the Project's operation. However, as one of the participants, Tanzania has retained the right to set educational priorities and to make internal changes in its educational policies. Inevitably, this has resulted in unilateral decisions which have had far-reaching consequences for the Project.

Major changes in Tanzanian educational policy began to appear after the initiation of the Tanzania Project. Although upgrading primary teacher education continued to be a pressing need in Tanzanian education, the move toward greater regional decentralization created vacancies in other areas as well. To the credit of the Tanzania Project, this agency was sufficiently flexible to accommodate the diversity of students entering the Project.

The problem of forecasting educational needs is common to both developed and developing countries. However, in developing nations such as Tanzania the need for flexible and adaptable individuals is particularly acute. The relatively small educational elite means that those fortunate to have received advanced education at great cost to the majority of the population must be prepared to provide the educated leadership necessary to promote the development of the less fortunate. Obviously, students deliberately sent abroad to experience more pragmatic, instrumentalist programs of education are expected to benefit from this experience. Understandably, students accustomed to the traditional degree programs emphasizing in-depth specialization in a few subject areas will question the need for liberal Arts and Science courses and for Education courses in administration, psychology, foundations, and curriculum. However, these conflicts between individual and national goals can create a serious problem for agencies such as the University of Alberta, ideologically inclined to heed individual students' interests and needs, but bureaucratically committed to honor national requests to fulfill more collectivist needs and policies.

Thus, any attempt to assess the worthwhileness of the goals and objectives of the Tanzania Project must also examine the context within which the Project has been operating. According to the literature on international education programs, the scope of Project objectives and activities encompassed the broad goals of other international cooperative education programs. However, in its attention to the personal and social aspects of foreign study as well as the academic, the Project has indicated an unusual concern with the ineffable but vitally important human factor in foreign studies programs.

Chapter III

PLANNING AND IMPLEMENTING THE TANZANIA PROJECT PROGRAM

Preliminary planning can determine the success or failure of an international education program. Not only must educational facilities and resources in the host country be utilized most effectively, but the students selected to study under a special program also must possess the potential and motivation needed to benefit from this experience.

Screening of prospective candidates is only the first step in this complex operation. Students selected for study abroad must be prepared for this experience through a carefully designed and administered orientation program. Fulfilling these responsibilities and many others requires the appointment of Project personnel, chosen on the basis of their special capabilities, and the provision of an in-service program that assists them in the acquisition of the necessary understandings, perceptions, and skills. In addition, an appropriate program of studies, based on the needs of the participating country and of the individual students, must be devised and implemented. Currently available and anticipated resources for carrying out the objectives of the Project must also be identified and provided.

This section of the report describes the selection, composition, and preparation of Project student and staff groups and the delineation of staff responsibilities. It also includes the development of the Project core program and the identification of resources for implementing the Project.

Project Students

Selection of Project Students

Selection of prospective candidates for the Tanzania Project was carried out in two phases, pre-selection and final selection. The Tanzanian Ministry of National Education was responsible for the pre-selection phase in which the total number of applicants was short-listed. University of Alberta officials were responsible for the final annual selection of approximately twenty candidates. Criteria for selection were determined in part by both parties involved in the selection process.

Pre-selection. During the pre-selection phase, qualifications for application included Tanzanian citizenship, a general education of a standard acceptable to the University of Alberta, a minimum of four years teaching experience, membership in TANU (Tanganyika African National Union, the official political party), and a recommendation from a senior officer which attested to the applicant's character, professional ability, and aspirations. Applicants were also required to supply CIDA with biographical information. National goals and priorities were reflected in the type, number, and background of candidates put forward by Ministry officials for final consideration.

Final selection. Criteria used by University of Alberta officials during final selection included English language proficiency, academic background, area of specialization, motivation, maturity, marital status, age, sex, and job distribution. Although the original Project design proposal suggested matriculation as the basic academic requirement, no other selection procedures or criteria were specified. In practice,

however, selection criteria and procedures common to other foreign study programs were followed. These included advertisement of opportunity for foreign study, stipulation of basic academic requirements, letters of recommendation, biographical essays, and English language proficiency exams (Golden, 1973).

Group I. Individuals in Group 1 were initially identified by principals of their respective Colleges of National Education. Names of deserving candidates were forwarded to the Ministry of National Education for consideration. Individual tutors were then notified about the possibility for a scholarship and invited to submit their applications. Tutors from at least nine different colleges were included in the initial pool from which eleven tutors were selected to be interviewed by officials from the University of Alberta.

The eleven prospective candidates were interviewed at three different locations in Tanzania by Dr. M. Horowitz and Mr. W. Pilkington during their feasibility study tour in November, 1970. These interviews, which lasted up to an hour in length, gave the university officials a chance to assess the candidates' over-all potential. These impressions, largely subjective, resulted in the selection of eleven tutors for participation in the Tanzania Project. Before the tutors left Tanzania, one of the eleven resigned from service with the Ministry and so was eliminated as a candidate. Ministry officials, in consultation with the Canadian High Commission, filled the remaining two places with candidates of suitable qualification.

Group II. In 1972, the method of informing tutors in Colleges of National Education about Project scholarships was left to the discretion

of the principal. Some principals chose to invite specific tutors to apply; others announced the possibility at a general staff meeting. Educators in some administrative positions in the Ministry and in the regions were also made aware of the opportunity and were invited to apply. Although preference for experienced teacher trainers with no recent overseas study was given as one of the main selection criteria, this practice was not always followed. A special selection committee at the Ministry prepared a short list of 50 applicants who became eligible for final screening.

Fifty candidates were interviewed in Dar es Salaam by the Director of the Tanzania Project, Dr. M. Horowitz, during his annual visit to Tanzania in May, 1972. Once again final selection was by interview. Criteria applied were similar to the first year except that more attention was given to a candidate's academic background and present occupation. Because education administrators were included in the pool for the first time in 1972, an effort was made to obtain a balance between the number of tutors and administrators. Twenty-one candidates were selected for the Project, but only eighteen arrived that fall.

Since participants in Group II would have the opportunity to pursue a B.Ed. degree, academic preparation was considered more carefully than it had been the previous year. Ordinarily, University of Alberta entrance requirements for persons from East Africa include a Higher School Certificate (H.S.C.) or a General Certificate of Education (G.C.E.) of equal standard. However, most students in Group II were admitted to the Project without meeting the normal requirements stipulated by the University. It was felt that other types of professional

educational training, work experience, maturity, and personal initiative could compensate for lack of formal certification such as the G.C.E. or H.S.C. As a precautionary measure, participants were admitted only as "special students" for an initial one-year period. Upon successful completion of this probationary year, students then were transferred to official B.Ed. degree programs.

Group III. As the possibility for study in Canada became well known among Tanzanian educators, by 1973, the opportunity for scholarships was advertised through the newspaper. Teacher trainers, administrators, and secondary school teachers were invited to apply. For the first time minimal qualifications were specified. Although applicants were expected to have Form VI education or equivalent and five years teaching experience, once again exceptions were made. As in previous years, the total number of applicants was again narrowed to approximately fifty names by a Ministry selection committee.

During March, 1973, Dean M. Horowitz, assisted by Mr. J. Brown of the Project Staff, interviewed the fifty finalists in Dar es Salaam. Procedures and criteria for final selection were similar to previous years. However, based on Project Staff recommendation, an attempt was made to include more women in the group. Special attention was again given to obtaining a balance among tutors, administrators and secondary school teachers, the latter being included for the first time.

Group IV. The newspaper was again the main vehicle for soliciting applications for the 1974 Project scholarships. Form VI certification education or equivalent was retained but the five-year teaching requirement was reduced to four. In addition, the pre-selection committee

intended to give special consideration to persons with Science/Mathematics backgrounds and to those with broad-based educational experience.

Approximately fifty candidates arrived in Dar es Salaam in March to be interviewed by Dr. F. Enns, Associate Dean of Education, and Ms. M. Schoeneberger, Project Coordinator, who represented the Project in Tanzania in 1974. However, unanticipated objection to a non-Canadian participating in selection procedures resulted in only Dr. Enns conducting the interviews on behalf of the Project. (This encroachment on University autonomy in the deployment of Project personnel was one of the major factors which later affected the decision to terminate the Project.)

Although general procedures and criteria governing previous selections were still followed, more structure was introduced into the fourth screening. Background forms were completed by all applicants. Candidates were asked oral questions which concentrated in their area of subject specialization. For the first time all candidates were required to sit for a specially devised English language proficiency exam which supplemented the interviewer's perception of verbal ability.

Assessment of Selection Procedures

The decision to phase out the project was made in April, 1974, prior to the planned arrival of Group IV. Consequently, it was impossible to observe whether differences in selection procedures were reflected in the success of these students. Although it was quite possible that earlier more subjective final selection procedures were equally successful from a Project point of view, a more objective approach appeared to be preferred by the Ministry of Education. In an atmosphere of keen competition for a few coveted scholarships, more objective screening made

final selection into the Project appear more impartial and more equitable.

Because of the importance attached to selection procedures, the Project contractual agreement provided for a University official to travel to Tanzania each year to assist in the recruitment and evaluation of prospective candidates. Presumably, this procedure increased the possibility of the best available candidates being selected for participation in the Project. It could be argued that the University should have been more active in the initial stage of recruitment. A multi-pronged approach to selection might have resulted in the identification of only the best qualified candidates in the country. Such an approach, involving officials from indigenous educational agencies, Canadian government organizations and the University of Alberta, and including personal and social contacts, might have avoided blocking of candidates by any one channel (Moravcsik, 1972). In addition, greater University authority could have been exerted in determining pre-selection criteria, particularly in the types of candidates accepted, such as tutors only, administrators only, secondary teachers only, or specific combinations thereof. This would have resulted in more homogeneity within groups and would have simplified the extensive demands on staff to provide effective programs to meet the diverse interests and needs of students. On the other hand, leaving the determination of pre-selection procedures to the discretion of the Tanzanian Ministry of Education gave Ministry officials full autonomy in deciding which types of candidates best suited the manpower requirements and educational needs of Tanzania.

Composition of Project Student Groups

Size of group. The composition of Groups I—IV inclusive reflected

the changing needs and priorities of Tanzanian education. The policy of decentralization, implemented in 1973, was a major change that affected all levels of education. One result was the urgent need to increase the number of trained personnel at all levels of education. This need was reflected in the annual requests by the Ministry of Education to increase the number of Project participants. Table I reveals that the number of participants did increase over the span of the Project. With the exception of Group I, the average number of students per group was 20.6. The annual intake was intentionally limited because it was felt that a better quality program could be planned and administered for a smaller number of students. This was in agreement with the recommendations in the original design proposal which suggested a maximum annual intake of twenty students.

Further examination of Table I reveals that Project students were predominantly male. Females represented in the Project ranged from a high of 36.4 per cent in Group I to a low of 5.6 per cent in Group II. The percentage of females increased again in Groups III and IV to 21.7 and 33.3 per cent, respectively, reflecting the attempt by Ministry and University officials to provide for a more equitable distribution by sex.

Marital status. Although 71 per cent of all students were already married before entering the Project, no provision was made in the original contract to include their spouses. This prolonged separation from spouse and family appeared to be a major cause of loneliness for some students and, in some cases, affected academic and social adjustment. It would seem reasonable, then, to consider seriously alternative approaches that would minimize the separation period. Although the

Table I

Number, Age, Sex, and Marital Status

of Project Students by Group

Group and Year of Arrival	No. in Group	Age (Years)				Sex		Marital Status		
		25-29	30-34	35-39	40-44	M	F	Single	Married	Other
Group I (1971)	11	3	5	2	1	7	4	6	5	0
Group II (1972)	18	2	8	5	3	17	1	3	15	0
Group III (1973)	23	9	7	4	3	18	5	4	18	1
Group IV (1974)	21	3	11	7	0	14	7	7	13	1

Project Staff brought this problem to the attention of CIDA and Tanzania, their suggestions for alleviating the problem were not implemented. However, special attention was given to marital status during the final selections of 1973 and 1974. Candidates who had been married less than one year were advised to apply again the next year unless, as happened in one case, both husband and wife were properly qualified and both could be selected.

Age distribution. Examination of age distribution showed that 76.7 per cent of the students were over thirty years of age. The relatively advanced ages are understandable since most of the students were selected because of their maturity and years of teaching and work experience. However, Group III deviated from this pattern in that 39.1 per cent of the students in this group were below thirty years of age. This deviance probably represents the attempt to include Form VI graduates and students with Science/Mathematics backgrounds. Generally, only persons who recently had completed their studies would fall into these categories, hence a lower age could be expected.

Formal education. Examination of Tables II and III revealed that the majority of Project students had a formal education of Form IV. Although pre-selection criteria in 1973 and 1974 stipulated Form VI or equivalent, only one in four met this criterion. Apparently, in an effort to include persons with broad-based work experience, this standard had to be relaxed. Nonetheless, the willingness to improve one's academic qualifications was reflected in the fact that all Project students pursued some additional study, either privately or through government sponsorship, in order to upgrade their educational

Table II

Formal Education of Project Students by Group

Group and Year of Arrival	Formal Education (Highest Form Completed)*				
	Std 8	Std 10	Form IV	Form VI	University
Group I (1971)	4	0	7	0	0
Group II (1972)	1	6	10	0	1
Group III (1973)	1	7	10	5	0
Group IV (1974)	0	5	10	6	0

*Tanzanian—Alberta Grade Equivalents:

Tanzania		*Alberta*
Standard VIII	=	Grade 8
Standard X	=	Grade 10
Form IV	=	Grade 12
Form VI	=	First year university.

(*Note*: All Project students completed their primary education in Tanzania prior to the reduction to seven years of primary schooling in 1970.)

Table III

Further Studies by Project Students by Group

Group and Year of Arrival	Further Studies						
	Workshops	G.C.E. (Private)	H.S.C. (Private)	E.O. III Diploma	U. of Dar (1 yr.)	Overseas 1 year	Other 1 yr.
Group I (1971)	11	1	1	1	4	0	0
Group II (1972)	18	3	4	1	0	7	0
Group III (1973)	23	5	3	5	0	2	2
Group IV (1974)	21	0	4	0	4	5	1

qualifications. Examination of individual background records revealed that of the 24 students whose formal education ended below Form IV, over 80 per cent had upgraded themselves to a minimum of G.C.E. level, several had attempted the H.S.C., and some had attended special programs of study at foreign universities.

Teaching experience and job status. The intent to select mature students with a minimum of five years teaching experience is reflected in Table IV. Table V presents the job status of Project students by group and year of arrival. Based on Table IV, the majority of students had between five and nine years teaching experience. Only 8.2 per cent had taught between three and four years, while 4.1 per cent had taught only one or two years. The 2.7 per cent with no teaching experience represented the librarians in the Project, both of whom had lengthy experience and training in librarianship.

Former occupation. Table VI showed that the number of tutors enrolled in the Project gradually declined. In 1971 all participants were tutors; in 1972 and 1973 they averaged approximately 40 per cent of the annual total, followed by a sharp decline in 1974 to only 14.3 per cent. The number of administrators fluctuated. In 1972, the initial year they were included, administrators accounted for 55.6 per cent of the annual total. In 1973 their number dropped to 26.1 per cent of the year's intake but rose again to 42.8 per cent in 1974. The number of secondary school teachers, who represented 21.7 per cent of the total intake in their initial year, 1973, rose to 33.3 per cent in 1974.

Educational needs of Tanzania. These variations in the selection

Table IV

Teaching Experience of Project Students by Group

Group and Year of Arrival	Teaching Experience (years)						
	0	1-2	3-4	5-9	10-14	15-19	20-24
Group I (1971)	0	0	0	6	3	1	1
Group II (1972)	0	1	0	11	5	1	0
Group III (1973)	1	2	5	9	2	2	2
Group IV (1974)	1	0	1	13	5	1	0

Table V

Job Status of Project Students by Group

Group and Year of Arrival	Job Status*						
	Grade B	Grade A	E.O. III	E.O. IIB	E.O. IB	S.E.O.	Other
Group I (1971)	1	1	9	0	0	0	0
Group II (1972)	0	1	6	5	2	4	0
Group III (1973)	1	1	14	3	3	0	1
Group IV (1974)	0	2	5	8	3	2	1

*Job Status of Project Students in Tanzania

Education Officer Grade B = Standard X + 2 year teacher training

Education Officer Grade A = Form IV + 2 year teacher training

Education Officer (E.O.) III = Form VI + 1 year teacher training

Education Officer (E.O.) IIB = Promotion on merit to next increment level

Education Officer (E.O.) IB = Promotion on merit to next increment level

S.E.O. = Senior Education Officer — the highest increment level

Table VI

Former Occupation of Project Students by Group

Group and year of arrival	Former Occupation				
	Tutor	Adminis-trator	Primary Teacher	Secondary Teacher	Other
Group I (1971)	11	0	0	0	0
Group II (1972)	7	10	1	0	0
Group III (1973)	10	6	1	5	1
Group IV (1974)	3	9	1	7	1

Table VII

Teaching Specialization in Tanzania of Project Students by Group

Group and year of arrival	Teaching Specialization in Tanzania										
	Gen.	Dom. Sc.	Eng.	Sci.	Geog.	Ag.	Swa.	Math.	Art	Lib.	Phys. Ed.
Group I (1971)	1	2	1	2	3	1	1	0	0	0	0
Group II (1972)	0	0	5	2	6	0	1	3	1	0	1
Group III (1973)	0	0	5	2	9	1	2	4	1	1	0
Group IV (1974)	0	2	3	4	6	0	1	4	0	1	1

of Project candidates can be traced to the changing educational needs and priorities in Tanzania. The policy of decentralization had created many regional administrative posts which needed to be filled immediately. Consequently, educators from the Ministry of Education, Colleges of National Education, and secondary schools were seconded to fill these positions. In addition, vacancies were also created by the departure of highly trained expatriate personnel. To date, many vacancies still exist. Therefore, the crucial need for more trained manpower affected the makeup of the Project. Originally designed to assist in the upgrading of teacher trainers, the Tanzania Project was soon altered to include administrators, whose numbers rose substantially, and secondary teachers, whose numbers increased gradually. On the other hand, the number of tutors declined to only a small percentage of the total number of candidates by 1974. Although the need for upgrading teacher trainers still existed in 1974, other more urgent educational needs had become priorities.

When examining relationships among former occupation, age, job status and formal education of Project candidates, administrators tended to be among the oldest, averaging 35.9 years. They had the highest job status (83 per cent held E.O. IIB status or above), but had the least formal education (only 48 per cent originally completed Form IV or more). On the other hand, of the secondary teachers who formed the youngest group (averaging 29.8 years), 50 per cent held E.O. III status and 50 per cent held E.O. IIB status or above, and 69.2 had Form VI education. The majority (80 per cent) of the tutors, averaging 32.3 years, had a job status of E.O. III and a basic education of Form IV.

As shown in Table VII, ten different teaching specializations were represented among all Project students. Geography had the highest representation at 32.9 per cent. Although selection procedures specified preferences for Science/Mathematics teachers, in 1973 and 1974 their numbers only slightly increased over previous years. Students with a Science background represented 13.7 per cent of the students beginning their studies in 1973 and 1974, while students with a Mathematics background represented 18.2 per cent of the total in those years. This represented a combined total of 31.9 per cent of Science/Mathematics teachers entering the Project in 1973 and 1974.

In 1974 less than one third of the total pool of candidates to be interviewed for final selection had either Science or Mathematics backgrounds. Apparently, criteria other than Science and Mathematics background continued to take precedence during pre-selection procedures.

Orientation of Project Students

Although the Project design proposal did not specifically make provision for an orientation program, the Project Staff planned for and implemented such an activity on a yearly basis. The Project Director, assisted by one staff member, conducted the first orientation program. In subsequent years, other Project staff were responsible for the orientation program. Generally, the plan called for each new group of students to arrive in mid-August, approximately four weeks before the beginning of the University term. The first two weeks after arrival were to be filled with Project activities. During the third week, students were to participate in the annual CIDA orientation, and the fourth week was to be devoted to registration.

Seminars and tours. The Project orientation program was planned to complement CIDA orientation activities which dealt mainly with social adjustment and living conditions. Most Project orientation activities centered around seminars and program planning. Daily seminars provided an outlet for open discussion on a variety of issues, including personal concerns, university affairs, and academic adjustment, and provided an overview of Canadian society at the local, provincial and national levels. Special sessions were devoted to orienting students to library facilities. Guest speakers were invited to discuss topics of interest to the group. In addition, tours of the campus and its facilities, and of the city and surrounding countryside helped to familiarize students with their immediate environment.

Program planning. A great deal of attention was given to program planning through individual and group sessions. Because of the diverse backgrounds and needs of students, extensive counselling was needed to help individual students plan an effective program. All new Project students were pre-registered in order to avoid the rush and confusion of registration week.

English language services. For three weeks, in addition to the regular orientation activities, Group III students received daily assistance in English language. Experience with previous groups had shown that more attention to English early in the program might make initial adjustment to academic life easier. Unfortunately, the University's English Language Service department, which had aided Project students in previous years, was discontinued in May, 1972, due to lack of funds. Consequently, the Project staff felt an obligation to assume

responsibility for this part of the program. Although this service was well intentioned, some students reacted negatively. Evidence of "role shock" began to surface. Students who had studied English through Form VI resented having to do additional language work, especially when it meant being grouped with students who had completed Form IV or less. Others, who had held positions of authority, found their self-esteem threatened and some former English teachers felt they should have been exempted. Apparently, this initial experience with English and the impressions it created affected Group III cohesiveness and attitudes.

Pre-departure orientation. In addition to the orientation program upon arrival, the Project made a special effort to contact all new students before they left Tanzania. In 1973, a letter composed by students participating in the Project was sent to each new student. It contained information about life in Edmonton and included suggestions for bringing clothing, books, and cultural artifacts. In 1974, this letter was supplemented by an information brochure which described the Project's academic program. It was expected that this advance information would provide prospective students with an accurate and realistic view of the Project and its goals.

According to Moravcsik (1972), the amount of information about a school a student has prior to sojourn does appear to have behavioral consequences. Foreign students with little prior information tend to have more foreign students as friends. They are more likely to have unexpected financial expenses, and to experience academic difficulties. It is important, then, that the right information reaches the prospective students at the opportune time in order to reduce the chances of their

receiving misinformation, biased information, or none at all.

Assessment of Orientation Procedures

Of the three groups arriving to study under the Project, only Group II did not receive any special orientation because of their late arrival. Consequently, their programs had to be tentatively pre-planned by the staff. In addition, Project staff had to spend a considerable amount of extra time with individuals, discussing and clarifying issues that ordinarily would have been covered during orientation sessions. Inevitably some individuals experienced an information gap. A few of the students began to perceive the Project staff as "paternalistic" and "authoritarian" and the close rapport that had been established early with Group I was never established with Group II. To prevent a recurrence of this situation in 1973, a strong recommendation was sent to CIDA to ensure the early arrival of Group III. They arrived, according to plan, the following August.

According to studies of other foreign study programs, effective orientation programs can influence a student's experience abroad. Generally, such programs are designed to help the foreign student understand the new culture to which he is exposed and to enable him to function more effectively within it by being able to predict problems and outcomes with greater ease. Hopefully, this should prepare the student to cope with these problems when they arise. In addition, orientation might help the individual adjust to his new role as a student (Boston Orientation Proposal, 1963; Klein, *et al.*, 1971).

Undoubtedly, for older Project students who previously had held positions of authority and status, this adjustment must have been

especially difficult. Although no specific orientation and sessions dealt with the problem of "role shock," this is one area that could have been explored more thoroughly. Aside from English language, other aspects of the orientation program seemed well received by all groups. By the time classes began, the majority of new students appeared confident and seemed well rested from their trip abroad. Most had explored the University and parts of the city and looked forward to their studies with anticipation and assurance.

Because the Project was terminated before Group IV arrived, it was impossible to observe the effect, if any, of the pre-departure information they had received. However, it had been anticipated that the information provided would help students clarify misconceptions about the Project that had caused some anxiety and disappointment for previous groups. In addition, since the brochures were distributed before the final interview, all candidates had the opportunity to discuss the details with University officials during or after interviews. This procedure seemed to be well received by both candidates and Ministry officials.

PROJECT STAFF

Selection of Project Staff

Appointment of Project Director. In May 1971, Dr. M. Horowitz was appointed Director of the Tanzania Project. As Chairman of the Department of Elementary Education at the University of Alberta, Dr. Horowitz was vitally interested in the development of teacher education programs. His desire to encourage a greater international exchange of ideas and information among educators led to his involvement in the

Project. Because of his participation in the feasibility study and his annual visits to Tanzania, Dr. Horowitz provided the very necessary continuity and liaison between the Project and the participating agencies. In addition, he brought with him an extensive background of teaching and administrative experience and a genuine concern for the human factor in decision making.

Staff appointments in 1971. Shortly after his appointment, the Director began to assemble a Project staff. Three people, two women and one man, were appointed to assist the Director during the first year of the Project. Each held a Master's degree and had previous teaching experience in an African country.

One staff member, Ms. M. Schoeneberger, had spent five years in Tanzania, the first three under an AID program. Her teaching experience in Tanzanian secondary schools and her involvement in the development of secondary science curricula resulted in the recommendation by her colleagues in Tanzania that she be considered for the Project. Another staff member, Ms. R. Shandling, seconded from the Edmonton Public School system, had been reared and educated in Rhodesia. She had taught in Rhodesian secondary schools before emigrating to Canada where she became an elementary reading specialist. The third staff member, Mr. J. Brown, a Doctoral student in elementary social studies at the University of Alberta, had spent five years teaching in Nigerian teacher colleges and in Ghanaian advanced teacher training colleges under contract with CIDA. Except for the Doctoral student, in the first year of Project operation the other two Project staff members were full-time employees of the University. They were expected to divide their time between the Project

and their teaching responsibilities within the Department of Elementary Education. Because numerous other members of the Faculty of Education were involved in the Project it was decided to pay the two Project staff members entirely from Project funds and the others entirely from University funds.

Staff appointments in 1972. In the fall of 1972, two more graduate students at the University of Alberta were appointed to part-time positions with the Tanzania Project. Mr. W. Higginson, a Doctoral student in secondary mathematics, had worked with CUSO for three years in Kenya where he had taught and served as headmaster in a secondary school. Mr. A. Wheeler, a Master's student in secondary science, had spent five years teaching in Tanzanian secondary schools under CIDA contract. After completing his Master's degree, he entered the Doctoral program and continued to work for the Project.

Staff appointments in 1973. In the fall of 1973, there were three full-time and three part-time Project staff members working with the Project Director. The three original staff members continued to work for the Project and to teach in the Department of Elementary Education. Mr. W. Higginson, having completed his studies at the University, left the Project. His replacement, Mr. C. Deblois, a graduate student in educational administration at the University of Alberta, was fluent in Swahili, having taught briefly in Tanzanian primary schools and in a secondary seminary in Tanzania for three and one half years. The other new appointee, Ms. E. Peacock, with a Master's degree in educational psychology, had taught three years in a teacher college in Kenya and also had experience in counselling and in teaching English as a second

language. She assumed responsibility for the English Language Services Program after the University had discontinued this service for foreign students.

Criteria for selection. No specific guidelines for the selection of Project staff were included in the Project design proposal. According to the Director, three important criteria in the selection of Project personnel were professional background, sensitivity to human concerns, and teaching experience in an African country. Proximity to the University and willingness to work long hours were also important considerations. Both females and males were appointed and an attempt was made to include individuals specializing in a variety of subject areas. Full-time Project staff members, expected to share some of the teaching load in the Department of Elementary Education, had to have a graduate degree and expertise in their respective subject specialities. Similarly, part-time staff, generally recruited from the Faculty of Graduate Studies and Research, had to be professional educators with teaching experience in African countries. Collectively, the Project staff made up an impressive pool of talent, experience, and dedication which was a unique feature of the Project.

Preparation of Project Staff

No special in-service program was provided to prepare Project staff and other University faculty for working with Project students. Prior to appointment, each Project staff member was interviewed by the Project Director and/or Coordinator and received a brief overview of the scope and purposes of the Project. In addition, at the beginning of the first year of the Project, newly-appointed staff and other interested faculty

were invited to attend the student orientation seminars conducted by the Project Director. In subsequent years, experienced Project staff shared much of the responsibility for student orientation and continued to invite new staff and other faculty to the orientation seminars. However, a staff proposal that special sessions be held for faculty members interested in supervising Project students doing independent studies was never implemented.

Assessment of Selection and Preparation Procedures

Presumably, this combination of professional training, teaching experience, and personal altruism provided adequate preparation for staff involvement in the Tanzania Project. This assumption raises a number of questions. Does overseas teaching experience necessarily result in increased empathic understanding of non-Western cultures? Or is intensive training, including a thorough grounding in the social sciences and an emphasis on communication, interpersonal, and counselling skills, a necessary supplement for effective staff functioning in an intercultural education program? In other words, does staff productivity in a program such as the Tanzania Project depend on individual talent and experience alone, or must it also include group skills and commitment to group goals?

Careful screening of all prospective staff might ensure group consensus on Project goals and procedures. However, the danger of group insularity or "group think" precludes such measures. On the contrary, "a [group] without conflict would miss the enrichment from strongly expressed individual differences (Bradford & Mial, 1963, p. 151)." As a mature, professional work group, the Tanzania Project staff

was generally able to handle group conflict. Opportunity to express divergent views was provided at weekly planning sessions.

However, little was done to systematically familiarize new personnel with the goals and history of the Project. Clear and complete records of all Project activities and functions of Project personnel, establishing the rationale for Project operation, might have provided the necessary continuity for new appointees to more effectively exercise their individual responsibilities within the overall program. Therefore, initiation or orientation of new Project staff members should have been included in the Project design.

Ideally, Project staff should have been selected strictly on the basis of program needs. During the first year of the Project, this would have called for individuals not only familiar with the educational needs of Tanzania, but also with experience in Tanzanian primary teacher colleges. In reality, however, educational needs are seldom clearly articulated at the beginning of a program. Furthermore, staffing procedures must also consider available human and financial resources. In this case, the resulting compromise included an individual with Tanzanian experience, another with service in a teacher training college, and a third member with knowledge of the local school systems and of the city. Later, important changes in Project objectives called for even greater versatility in staff capabilities. Increase in size and diversity of each year's intake of students resulted in further additions to the Project staff. Fortunately, the presence of graduate students and other individuals with a variety of experience in African countries made it possible to maintain a small but distinct professional work

group. The relatively small size of the staff group aided in the development of cordial staff relations and encouraged "team" effort.

Delineation of Staff Functions and Responsibilities

Role of the Project Director. Much of the success of the Tanzania Project can be attributed to the exemplary leadership of the Project Director, Dean Horowitz, and to the selfless dedication of the Project staff. Deeply involved in the Project from its very beginning, the Director continued to take a keen interest in the welfare of individual students and staff even after the pressure of other duties forced him to delegate responsibility for the day-to-day administration of the Project to the Coordinator and other staff. His door remained open to all Project students and staff who wished to consult with him on personal and group matters. At weekly staff planning sessions, his commitment to the goals of the Project and his unfailing sense of humor provided the staff with the needed perspective in their search for creative solutions to operational problems.

Interviews with Project staff indicated that program changes affected staff responsibilities. As student groups became more diversified and increased in size, the duties of Project staff also multiplied. The following summary of general staff responsibilities is based on observations and comments by individual staff members.

Counselling. Project staff agreed that the major staff responsibility (and the most time-consuming!) was student counselling. Generally, this consisted of program planning and advice on personal problems. During the first year, students were free to go to the Director or any available staff member. In the second year of the Project, counselling

responsibilities were divided among the staff. Each was assigned a certain number of students. However, students still had access to the Director. In the third year, the staff devised a "formula" for a more equitable distribution of counselling loads. According to this formula, which did not always hold true, one "new" student equalled two "old" students. That is, students beginning the first year of their programs were expected to require more intensive and frequent counselling than would those in their second year of the program. In practice, however, some Project students continued to seek staff assistance throughout their entire program, whereas others soon became proficient in planning their learning experiences with a minimum of assistance. In addition, Project staff provided this counselling service to other CIDA-sponsored Tanzanian students who were not part of the Project.

An "open-door" policy in the Project staff office meant that there was often a steady stream of students meeting with Project staff, particularly before registration. Since five members shared one office, it was difficult to ensure the necessary privacy and quiet. In the third year an adjacent vacant office was made available to the Project and was used extensively by individual staff. Location of the Project students' mailboxes just outside the staff office also resulted in many informal contacts with the students.

Program planning. Another important staff responsibility was attendance and participation at weekly planning sessions with the Director. The original program model, devised by the Director, was followed during the first year. With the change from a diploma to a degree program in 1972, program modifications became necessary. These

weekly staff meetings were characterized by a collegial atmosphere which encouraged staff participation in program decision making. They also kept the Director in close contact with the Project and gave the staff an opportunity to share in the formation and clarification of Project policies.

Conducting student-staff seminars. Project staff members took turns conducting the weekly student-staff seminars and arranging talks by guest speakers. These informal, non-credit sessions included opportunities for students to discuss problems and to raise questions of general interest to the group.

Organizing and supervising field experiences. Field Experiences formed an important part of the core program. Staff members shared the responsibility for organizing and supervising Project students' visits to different types of schools and for arranging in-depth studies by individual students in their areas of interest. This required some preliminary structuring of the school visits and follow-up discussions of the experience. Meeting with the principals of the participating schools was time-consuming but rewarding in the long run since most of the Project students commented on the warm welcome they received from the principals and teachers. Although closer supervision of the teaching component through staff visits to the schools would have been desirable, Project staff with teaching responsibilities and others pursuing graduate studies found it difficult to coordinate these visits with their own free time.

Supervising independent studies. Another important component in the core program was the independent study in the student's subject area

of specialization. During the first year of the Project, most of the students were involved in independent studies with individual faculty, including some members of the Project staff. In subsequent years, there was a decline in the number of students engaged in these studies because of the difficulty in fitting other compulsory subjects into the B.Ed. degree model.

Planning and attending Project social functions. A most enjoyable but sometimes exhausting responsibility of Project staff was to look after some of the social aspects of the Project. Project students attending cultural events at the University or in the greater community often went as a group with one or more Project staff providing transportation. Tickets for these events were often purchased in advance by Project staff. As students became more familiar with the campus and city, more students took advantage of the opportunity to pursue individual cultural and sporting interests. Project staff were often invited to private parties and celebrations initiated by the students and, in turn, hosted the students. Project staff were also responsible for arranging the annual reception for University personnel, school staff members associated with the students through Field Experiences, and officials from the Department of Education, Alberta Teachers' Association, and others who had been guest speakers at the weekly seminars. In 1972, this tea coincided with the visit of two Tanzania Ministry of Education officials, Mr. Meena, Principal Secretary, and Mr. Tunginie, Director of Teacher Education, who expressed their appreciation for the warm welcome extended to them and for the widespread interest in the Project.

Selecting and interviewing students. An important responsibility

of the Project staff was assisting in the annual interviewing and screening of prospective students in Tanzania. The first group of students was selected by Dr. Horowitz and Mr. Pilkington. The second group was interviewed by Dr. Horowitz, and the third group by Dr. Horowitz and Mr. J. Brown, a member of the Project staff. In February, 1974, Ms. M. Schoeneberger, Project Coordinator, and Dr. F. Enns, Associate Dean of the Faculty of Education, visited Tanzania in order to interview the next year's students. Much time was spent in 1974 in devising and conducting structured interviews and checking English language proficiency of the incoming students. However, the decision to phase out the Project meant that no more students were to be admitted under the present plan.

Orienting students. Preparing the students for the overseas experience was considered to be an important Project responsibility. The first group of students attended daily seminars held by the Director for two weeks during late August and early September, 1971. The following year, plans to continue and to expand these orientation procedures for the new students had to be set aside when the next group of Tanzanian educators failed to arrive before the beginning of classes. Group III received a three-week orientation program conducted by the Project staff and Director. An attempt was also made to coordinate Project orientation activities with those of CIDA planned for all foreign students receiving CIDA assistance. Project staff met students on arrival at the airport and, upon completion of their studies, drove them to the airport where they bid them a fond farewell.

Evaluating students. At the conclusion of the first year of a

student's program, Project staff advisors were expected to evaluate the over-all performance of the students in the Project. Students with satisfactory achievement received letters of recommendation permitting them to apply for admission into the B.Ed. degree program with credit for the year's work. Within the core program, staff members also graded the students on their participation in Field Experiences.

Annual reporting of Project progress. At the end of each Project year, staff members prepared a joint report for the Director on their perceptions of the progress of the Project. Included in these annual reports were recommendations for program revisions based on the year's experiences. The annual reports covered the scope of Project activities, with emphasis on the academic program, field experiences, seminars, counselling, and communication.

In addition to these general duties shared by all Project staff members, some individual staff performed other Project-related tasks or were involved in non-Project professional activities.

Coordinating Project activities. In February, 1973, Ms. M. Schoeneberger was appointed Project Coordinator. As Coordinator, she was responsible for the day-to-day operation of the Project. In addition to her regular duties as a member of the Project staff, she provided an important liaison between the Project Director and the other staff members. With the Project from its beginning, she provided a continuity and grasp of the total picture that was an invaluable asset to the Project.

Teaching in the Department of Elementary Education. Full-time staff were expected to share some of the teaching responsibilities in

the Department of Elementary Education. The number of courses taught varied with the individual. Project staff felt that a heavy teaching load plus the added responsibility of supervising student teachers made it difficult to spend the necessary time on Project activities.

Studying in the Faculty of Graduate Studies and Research. Part-time Project staff, generally graduate students, had to divide their time between Project responsibilities and their own studies. Frequently the two areas overlapped, with resulting strain for the individuals involved. However, most staff members seemed to welcome these non-Project professional activities, commenting that total involvement in the Project would have been too emotionally exhausting.

Project Academic Program

From the inception of the Project a primary concern of University officials was to develop an academic program suited to the needs of Tanzania and of the individual students who would be participating in the Project. Consequently, it was not until after University officials returned from their feasibility study in Tanzania in 1970, where they had held discussions with Ministry and College officials and with prospective students, that a concrete design for an academic program emerged. The resulting proposal was then forwarded to CIDA for consideration. The original contractual agreement between CIDA and the University of Alberta specified the nature of the special academic program for Project students which was to include:

(1) A core seminar on education which would enable students to translate into Tanzanian terms the ideas to which they would be exposed;

(2) Selected courses in curriculum development, in-service education, and teacher education;

(3) Independent study with selected instructors from the Faculty of Education in their fields of specialization;

(4) Field experiences in the schools and other related educational institutions and organizations; and

(5) Arts/Science courses in major subject areas.

Core Program

Courses built around these components formed the basis of the program for Group I students and later evolved into the core program which was devised for subsequent groups who would be continuing on for the B.Ed. degree. All students who satisfied the minimum academic requirements of a grade point average* of 5.0 or better during their first year were then transferred to the official B.Ed. degree program and were credited with the number of courses successfully completed. In addition, credit was given for teacher education taken elsewhere. In individual cases this varied from three to ten courses. This arrangement enabled students to complete a B.Ed. degree program equivalent to the twenty full-courses normally required by the University of Alberta.

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*Based on the stanine grading system:

9	Excellent
8	
7	Good
6	
5	Pass
4	
3	Conditional
2	
1	Fail

Generally, the B.Ed. degree model for Project students consisted of 14 courses, including the special first year program. This initial year served several purposes. Firstly, since most Project students did not meet normal University entrance requirements, the University agreed to accept them on condition that a special program be created and closely monitored during their first year. This probationary year provided students with the opportunity to prove they were capable of university work. Secondly, this special first year enabled Project staff to devise a program which built on the strengths of students' backgrounds and experiences in education and, wherever possible, related to Tanzanian needs. Thus, the majority of first year courses were in the field of Education, including teaching methods, curriculum development, teacher education, field experiences, and vocational education. In addition, a few courses in fields other than Education, including Rural Sociology, were carefully selected to complete each program. Attention was also given to the provision of a variety of learning environments by selectively exposing students to large group lectures, lecture/seminars, small group lecture/labs, lecture/seminars for Project students only, and independent studies. Consequently, to achieve these aims, Project students were taught in a separate group in a number of courses. A descriptive account of these courses follows.

Ed. C.I. 302 -- The Teacher's Role in Curriculum Development. Since most educators in Tanzania are involved in curriculum development at some point during their professional careers, a compulsory course dealing with the basic principles of curriculum was included in the core program for Group I and was retained throughout the duration of the

Project. In 1973 an attempt was made to make the course more applicable to Tanzania. The seminar/discussion format of previous years was retained, but for the first time the course was taught by a member of the Project staff. Since Project students will be assuming a wide range of positions upon their return to Tanzania, unlike a typical group of Canadian students, most of whom will become classroom teachers, the course content included curriculum development as seen from the government to the classroom levels. Special emphasis was given to translating broad principles of curriculum development into practical terms relating to Tanzanian society and education.

In an effort to lessen the growing objections of some members of Group III toward courses designed exclusively for Tanzanian students, the class was divided into two groups for most of the term. Meeting in smaller groups seemed to mollify student feelings and to allow for greater participation and interaction among class members. Having an instructor with knowledge and understanding of the students and of Tanzania was an additional advantage. Nonetheless, although seemingly effective, this approach was very costly in terms of time and energy required of the instructor.

Ed. Fdn. 473 — Education in Developing Countries. This course, compulsory for all Project students, was concerned with the role of education in emerging nations. Since the majority of Project students were involved with the training of teachers either at the college level or at various administrative levels, special emphasis was placed on the development and implementation of teacher education in Tanzania. This lecture/seminar allowed students to express their ideas and to apply

current education theories to the Tanzanian situation.

Ed. C.I. 345/445 — Field Experiences. The Field Experiences course was considered one of the most important components of the core program. It served two main purposes: it satisfied the B.Ed. degree requirement of a course in Education Practicum, and it fulfilled the request by the Tanzanian Ministry of Education that Project students be exposed to a different system of education in order to broaden their understanding and experience in education.

During 1971-1972, Field Experiences was a seminar/practicum half-course extending over both terms of the winter session. In subsequent years, it was developed into two half-courses with a greater degree of structure, including specific objectives, preparation and follow-up seminars, written assignments, and stanine grading.

During the first term, Ed. C.I. 345 provided a general introduction to Edmonton schools. Both public and separate school systems were utilized in an attempt to provide an overview of various academic programs and physical plants, including learning centers, open areas, bilingual, community, secondary, vocational, and special schools for handicapped children. Students were grouped in units of five or six to minimize repetitive visits to the schools. School principals took a keen interest in the students, adding an unexpected but vital ingredient to the Field Experiences program. It was the personal interest of each principal that most impressed the students and made them feel an important part of the educational enterprise.

During the second term, Ed. C.I. 445 provided each student with the opportunity to conduct an in-depth exploratory study in a special

educational area of interest to the student. Each student was interviewed to determine individual needs and interests and was assigned to work with a Project staff member. Generally, students selected areas of study related to their subject specialization and worked closely with teachers in specific schools. However, others chose to study various aspects of adult education, community colleges, the Department of Education, and the University farm. On the average, students spent ten half days per term in the field. This arrangement encouraged students to get to know other professional educators and school children on a more personal basis. Not only did Project students gain from this experience, but so did a number of principals, teachers, and school children. Many Project students were invited to give talks to both teachers and children. These invitations, which continued even after the course was completed, were accepted whenever possible. Undoubtedly, a great deal of intercultural exchange of ideas and increased understanding occurred during these encounters.

In order for Project students to gain optimal value from Field Experiences, much was expected from Project staff in terms of time and energy. Seemingly, students who had received the greatest amount of personal attention from the staff learned the most and had enjoyed the experience to a greater extent than did those with a minimum of attention. Ideally, Project staff should have spent one hour per week per student discussing experiences in the field. In addition, periodic visits to the schools by staff would have provided more material for meaningful discussion. However, although increased individual attention seemed desirable, it would have been too costly in terms of time, especially

when staff members had simultaneous teaching duties or were pursuing further studies. Thus, for Project staff to have devoted more time to Field Experiences, they would have had to be engaged in fewer non-Project duties and activities. On the other hand, even if this were possible, the desirability of total immersion in the Project was questioned by some staff members.

R. Soc. 301 — Principles of Rural Sociology. In 1972, after discussions with Tanzanian officials and examination of University of Alberta courses dealing with developing societies, it was decided that a special section of Rural Sociology 301 be established for Project students which would encourage them to examine the sociology of rural life, particularly in Tanzania. Since all Tanzanian educators are expected to participate in national as well as educational development, it was felt that such a course could provide background and insight into some of the problems confronting Tanzania as a rural but developing society. During the first year that the course was offered, the majority of students seemed to find it very valuable. Consequently, the decision was made to continue the course for Group III. Reaction from this group was again positive, especially from older members of the group.

Ed. Voc. 361 — Industrial and Vocational Education. As a result of discussions with Ministry officials during annual visits to Tanzania, a half-course in Vocational Education was introduced to Group III in 1973. Since Vocational Education was intended to become a key component in Tanzanian primary and secondary education, this course attempted to familiarize Project students with some of the concepts, tools, materials, processes, and technologies which might be useful for a developing

industrial society. In addition, it was meant to instill in the students a greater understanding of and appreciation for the whole area of Vocational Education.

Unfortunately, this course was not popular with many students. Apparently, goal ambiguity, class size, large teacher-student ratio, unfamiliarity of staff with the needs of Tanzanian students, and biased student attitudes tended to create dissatisfaction with the course. If the course had been offered a second time, perhaps a clearer set of objectives would have emerged and instructors would have become more familiar with the needs and learning styles of Tanzanian students. It is possible, however, that experience with this course is an example of the gap between a foreign educational institution and the realities of a developing country. Although theoretically sound and potentially capable of providing a positive and productive experience, this course tended to alienate some students and to contribute to their resistance toward special courses for Tanzanians only.

English language. Throughout the duration of the Project, English language proficiency was of great concern to the Project staff. Although all Project students had received English instruction during their school years and had used it to some extent on the job, many were handicapped in their use of the language when compared with other university students who were native speakers of English. A number of instructors had also expressed concern over some Project students' ability to express themselves in written English, their understanding of assignments, and their performance on objective examinations. Thus, after the Project developed into a degree program in 1972, all Project students, unless exempted,

were required to enroll in non-credit courses offered by the University's English Language Service Department. When this service was discontinued in 1973, the Project staff felt an obligation to provide its own special course in English for incoming Project students.

In addition to the half-day sessions devoted to English during the three week orientation period, a special non-credit course was devised for the first term of the winter session. Because Project students were taught together as a unit, the content of the course could be determined almost entirely by the students and could be continually adapted to meet their immediate needs. Individual help was also available to any student who wished to avail himself/herself of the opportunity.

Many students appreciated the opportunity to improve their English language skills. Some, however, found it difficult to recognize their language difficulties and, consequently, did not feel the need for this assistance. Further resentment was caused by the exemption of a few students who had scored sufficiently high on a special pre-term English language examination. Some individuals within this heterogeneous group showed indication of "role shock." However, despite these conflicts, a noticeable improvement in English language skills was achieved by most students and many expressed their appreciation for the supportive encouragement they had received from the course instructor.

Weekly seminars. Throughout the three-year period, a non-credit weekly seminar was conducted by Project staff. Generally, these Tuesday morning sessions focussed on issues of interest to the group. During the first term, the Director presented an overview of Canadian education. Several sessions were also devoted to small group discussions about the

students' field experiences. During the second term, most of the sessions consisted of talks by speakers representing the Department of Education, the Alberta Teachers' Association, and the Edmonton Public School Board. This weekly seminar proved to be a useful forum for discussing general problems and for meeting a variety of educators outside the University. Student reaction sheets indicated that most students found these seminars a positive experience, especially those sessions dealing with Canadian education.

Related courses. In addition to the courses designed for Project students, all students were required to take one half-course in Educational Psychology, usually Ed. Psy. 269 (Child Development), and were encouraged to take courses in Educational Administration and Educational Foundations. Arts and Science courses in the students' areas of specialization were also required. Differing student backgrounds resulted in a wide range of course selection. Because of the emphasis on Education courses in their first year of study, most students took only one full-course in their major subject area. This meant that for the remainder of their programs, most students enrolled in courses other than Education. Thus, for some students, especially those majoring in Science, the second year was often rather heavy since many Science courses had accompanying labs. For those students experiencing special academic difficulties, the Project provided limited tutorial assistance. However, most students found this patterning of courses manageable. This pattern was a deliberate attempt by Project staff to build a program during the first year that was based on the more familiar Education courses before moving into the less familiar Arts and Science courses.

Student representatives. By 1972, the increased number of Project students made communication between Project staff and students more difficult. Consequently, a system of student representation was initiated. First year Project students elected two of their number to act as a liaison between Project staff and students. Representatives occasionally attended weekly planning sessions, and provided feedback on student reaction to the total Project activities, especially the core program. Although the involvement of student representatives increased each year, this important communication link could have been utilized more fully by making provision for representatives to attend weekly planning sessions on a more regular basis.

Reactions to the Core Program

It was expected that such a program would have a number of advantages. The special first year, built around student strengths in Education, gave each individual an opportunity to succeed academically and to adjust to the rigors of academic life. Instructors with a concern for and an interest in foreign students were selected to teach courses in the core program. Special sections of some courses were restricted to Tanzanians only, enabling the instructor to concentrate on the special needs of the group and, as far as possible, to relate the course to Tanzania.

In practice, however, the outcomes were not always as anticipated. Although the program was highly successful with Group I, successive groups became more sensitive to being singled out and taught as a separate unit. Some possible reasons for this dissatisfaction might have been the growing diverse composition of each group, problems with role adjustment, and conflict between individual and national goals.

Unfortunately, this began to affect the cordial relationship which had existed between Project staff and students. Therefore, it became very important to achieve a proper balance between the number of compulsory courses designed especially for the Project students and all other courses. This balance did not remain the same for all groups. Furthermore, core program modification, necessarily based on past experiences with the preceding groups of students, seldom met the exact needs of the incoming group.

Although there is no ready solution to this dilemma, some possible alternatives might be considered. A more thorough pre-departure orientation, conducted jointly by the Ministry of Education and Project staff, could provide vital advance information about the needs and characteristics of the incoming group of students. Prospective students would also be familiarized with the Project and its goals. Another possibility would be to have the entire program restricted to one type of student, for example, teacher trainers only, as had been originally planned. Or the possibility of accepting differing occupational groups in alternate years could be explored. This alternative, however, raises problems in terms of appropriate staffing.

Identification of Resources

Only after extensive discussions with educators at the University of Alberta, CIDA officials in Ottawa, and Ministry officials and prospective students in Tanzania, was the decision made to proceed with the Project. Initial discussion dealt mainly with feasibility and design of the program; budgetary discussions arose during later planning stages.

Funding for the Project

Student tuition fees. The initial contract between CIDA and the University provided for a tuition fee in 1971 based on the following formula:

(i) $3000 per year per student up to an enrollment of 14 students with a minimum of $36,000;

(ii) $2500 per year per student up to an enrollment of 19 students;

(iii) $2000 per year per student for an enrollment of 20 students or more.

This formula included monies for instructional and administrative expenses, including regular tuition fees to the University. In 1972 when the diploma course developed into a B.Ed. degree program, the Project continued to receive $3000 per year per first-year student; no additional funds were allocated for students continuing on for the B.Ed. degree. In 1973 the formula was revised. A fee of $1700 per year per student for all students, including those in their second and third year, was allocated. Exceptions to this arrangement were the few students who were not in residence for the full academic year. And, from 1973 onward, tuition fees to the University were not debited to the Project Trust Account.

Other student allowances. In addition to tuition fees, CIDA made provision for Project students to receive the same living allowances as did other CIDA students on campus. This allotment, which was not debited to the Project Trust Account, included a living allowance of $255 per student per month, a clothing allowance of $240 per student per year, the cost of textbooks and course supplies, typing costs,

medical expenses, and air travel to and from Tanzania.

Salaries for full-time Project staff. During the period August 1971—August 1975, salaries for full-time Project staff, including the Director, amounted to $125,515, or $2,415 per student.

Salaries for part-time and supplementary staff. During the perioc August 1971—August 1975, salaries for part-time staff, including tutorial services, amounted to $32,227, or $620 per student.

Field Experiences. The single most expensive component of the Project's academic program was Field Experiences. Honoraria to principals and cooperating teachers and transportation costs for the years 1971—1973 inclusive amounted to $7610, or $147 per student.

Alberta College. In 1972 four members of Group I enrolled part-time at Alberta College in an attempt to acquire the basic foundation courses in science and mathematics. The cost to the Project was $2110, or $483 per student.

Other educational and cultural experiences. In 1971 and 1973 Project students attended the Department of Elementary Education Invitational Conferences at Banff, Alberta. The total cost, including registration fees, transportation, and lodging, amounted to $3055, or $60 per student. In addition, during the three years of the Project, students attended various cultural and sports events in the city of Edmonton, including symphonies, opera, Ice Capades, hockey games, boxing matches, and other events of interest to individual students. The costs for these events amounted to $1560, or $30 per student.

Travel expenses for Project staff. Provision was made in the contractual agreement for a University official to travel annually to

Tanzania for the purpose of selecting and evaluating prospective candidates. The cost of these trips was covered directly by CIDA and was not debited to Project funds. In some years, however, CIDA sponsored two officials for travel to Tanzania. In 1974, when CIDA agreed to sponsor only one official, Project funds were used to sponsor the second. The cost to the Project was $1820.

Other University staff. Although the Tanzania Project was housed within the Department of Elementary Education, other departments within and outside the Faculty of Education were also involved in teaching Project core courses. Through special arrangement with each department, staff were recruited to teach sections of courses specifically designed for and restricted to Project students. Reciprocation was made by allocating teaching assignments within the Department of Education to full-time Project staff. There was no additional cost to the Project for these arrangements.

Provision of Facilities

Office space. The Tanzania Project was provided with one office which housed three Project staff during the first year and five staff in subsequent years. Since the staff chose to operate under an "open-door" policy, students were constantly stopping by to talk with their advisors, select library books, or just chat. Thus, the Project office was a center of bustling activity during most of the day. During 1973-1974 an auxiliary office was assigned to the Project and was used for consultation, tutorials, and as a "hide-away" when periods of quiet were needed to complete a task. The hidden subsidies provided by the University through use of its facilities, including classrooms, libraries

and office space, are not reflected in the total cost of the Project.

Office services. Office services were available for all full-time Project staff, as members of the Department of Elementary Education. In addition, office services were also provided for part-time staff for business initiated on behalf of the Project.

Libraries. In addition to the University libraries, a service open to all University students, the Project built up a small library of its own for use by both staff and students. Books pertaining to developing countries in general and to Tanzania in particular were included. During annual visits to Tanzania, Project staff collected additional books, policy papers, syllabi, and primary school textbooks and materials. All materials were made available to staff and students on a rotating basis. In addition, staff members extended the use of their personal libraries to students. Judging from the extent to which materials circulated throughout the year, it was evident that this small collection of books and materials provided a very useful service.

Adequacy of Resources

From the very inception of the Project, the Project Director had insisted on a policy of complete autonomy in the areas of decision making, including the expenditure of Project funds. Although CIDA agreed to this basic principle, decisions that had been made by the Director on behalf of the Project were periodically questioned. In addition, policies of expenditures that CIDA appeared to agree with one year were questioned the next. Consequently, decisions made by the Project, agreed to by CIDA, and therefore assumed generalizable, had to be renegotiated every time they arose. An example of this was the

arrangement for a student to return to Tanzania for a short period following the death of a child or parent. Even though Project funding was considered adequate, the continued questioning by CIDA of essential Project decisions affected the cordial relationship that had existed between the University and CIDA and resulted in an undue expenditure of emotional energy on the part of the Director and the Project staff.

Although office conditions were often crowded and noisy and allowed for little privacy, excellent rapport among staff and between staff and students resulted in a very congenial atmosphere. A decided advantage of close working conditions was the ease of communication among staff members and between staff and students. In such a situation, information was passed along quickly and ideas and problems were discussed in an open, friendly atmosphere. Because one staff member was usually in the office, students' problems received immediate attention. Consequently, this tended to prevent a small issue from developing into a larger one.

In terms of human resources, the intense involvement of the Director and other Project staff ensured the successful operation of the Project. However, increasing demands on staff time and energy were required to coordinate Project activities with CIDA and Tanzanian requirements. This strained the existing human resources.

Chapter IV

OUTCOMES OF THE TANZANIA PROJECT

Planning for foreign student academic and social needs is a very difficult but important concern in an international education program such as the Tanzania Project. Although numerous descriptive studies have tended to link foreign student personal and social adjustment in the host country to academic achievement, only a few studies have been able to isolate specific factors which can affect foreign student academic and social experiences.

This summary of the outcomes of the Tanzania Project covers the academic achievement and social experiences of the Project participants. While the long-term effects of the Project experience remain unknown at this time, contact with some of the Project returnees has provided some information on their perceptions of the usefulness of the Project. Most of the information for this section of the report has been gathered from Project files, annual staff reports, and interviews with Project staff, faculty, CIDA personnel, and Project graduates. Although students presently in the Project were not directly approached concerning their individual perceptions of the Project, most had communicated their reactions to various Project staff members and to the Director during the course of the Project.

Academic and Professional Development

The University of Alberta Tanzania Project came into existence in an effort to assist Tanzania in improving the educational qualifications of some of its teacher trainers. At the present evolutionary

stage of Tanzanian education this meant the upgrading of a selected group of educators who did not possess a basic education that normally leads to university entrance. Consequently, it did not seem advisable to enroll such individuals in a typical first-year university program. However, it was postulated that with special attention in terms of staffing, programing, and counseling, particularly during the first year, it would be possible for many of these individuals to be successful at the B.Ed. degree level.

Student Records

Number of students completing degrees. As of August, 1974, 25 of 52 Project students were successful in obtaining the Bachelor of Education degree. Of the remaining students, including two from Group I, two from Group II, and 23 from Group III, all were continuing to work toward their degrees. To date, no student has left the Project before completing requirements for the B.Ed. degree. The length of time required to complete their programs ranged from a low of 16.0 months to a possible high of 44.0 months.

Grade point averages. Data from student records, summarized in Table VIII, show a comparison of the grade point averages after the first year of study. These showed that grade points for Group I ranged from 5.1 to 7.0, averaging 5.9. Grade points for Group II ranged from 4.6 to 7.4, averaging 6.6, while in Group III grade points ranged from 5.6 to 7.5, averaging 6.6. A similar comparison of second year achievement for Groups I and II showed that grade points for Group I ranged from 5.1 to 7.1, averaging 5.8, and grade points for Group II ranged from 5.1 to 7.7, averaging 6.4. Thus, although the

Table VIII

Distribution of Grade Point Averages for Project and Non-Project Students by Group and Year of Study

Group	Year of Study	Grade Point Averages									
		3.0-3.4	3.5-3.9	4.0-4.4	4.5-4.9	5.0-5.4	5.5-5.9	6.0-6.4	6.5-6.9	7.0-7.4	7.5-7.9
Group I	first					3	3	2	2	1	
(N=11)	second					2	5	3	1		
Group II	first				1			5	7	5	
(N=18)	second					4	2	2	5	4	1
Group III	first						3	7	6	5	3
(N=23)	second	not available									
Group X	first	1		1*	2	1	2		2	1	
(N=10)	second			1*				3	2	2	1

*Withdrew from the University of Alberta

general standard of achievement rose with each incoming group, there was little change in academic achievement within groups.

Comparison of Project and non-Project students. When first and second year academic achievement of Project students was compared to that of a group of non-Project Tanzanian students (henceforth called Group X), some differences were noted. Group X had arrived at the University of Alberta in 1970 and 1971 to pursue a B.Ed. degree program and had backgrounds and experiences similar to those of students in the Project. Table VIII reveals that two of the ten students in Group X withdrew from the University before completing their B.Ed. programs, while to date, none of the 52 Project students had withdrawn. Grade points for Group X during their first year of study ranged between 3.4 and 7.1, averaging 5.4. Second year grade points for Group X ranged from 4.0 to 7.5, averaging 6.8. t tests were carried out to ascertain whether a statistical significance of difference existed between first and second year grade point averages. Computational procedures for the determination of the significant differences between means for correlated samples (Ferguson, 1971, p. 153) for Groups I, II, and X were performed. (As second year academic achievement results were not available for Group III, they were not included in the analyses.) For Groups I and II, comparisons of first and second year grade point averages yielded a non-significant t ($\alpha = .05$). However, for Group X the observed t was found to be significant at the .05 level ($t = 2.97$, $df = 8$, $p > .02$). Although the smaller sample of Group X is a limitation, the pattern that emerged is nonetheless interesting.

Even though it is difficult to attribute specific causes to the

differences in academic achievement between first and second year Project and non-Project students, a number of contributing factors might be identified. Further examination of individual student files showed that completed academic programs for both Project and non-Project students contained the same number of full-course equivalents in Education, namely five, with the remaining eight to ten full-courses in the Arts and Sciences. However, while the typical first-year programs for Project students contained 2.8 full-course equivalents in Education and 2.2 full-course equivalents outside Education, the typical first-year program for non-Project students contained only 1.8 full-course equivalents in Education and 3.2 full-course equivalents outside Education. In addition, the few courses taken outside Education by Project students during the first year were carefully selected in order to build on a student's previous academic experience. Only during the second year were students allowed to take a heavier concentration in their subject specialization and encouraged to sample other areas of study. Thus, since both Project and non-Project students had similar backgrounds and work experience, and had similar academic programs while studying at the University of Alberta, it appeared that course selection was an important factor in determining optimal academic success during the first year of study. Consequently, it appeared that academic programs for first-year Tanzanian students should be carefully planned and, wherever possible, built around student strength and past academic experience.

Another important factor appeared to be the existence of a special staff whose main duties were to coordinate Project activities and give assistance to individual students. Informal discussions with present

Project students and interviews with Project returnees revealed that many students considered the presence of a special Project staff one of the most important aspects of the Project. Many felt the guidance they had received in program planning was especially helpful. In addition, they appreciated having someone readily available who understood their problems, was interested in them as individuals, and to whom they could turn for advice and help. The five non-Project students from Group X who were "adopted" by Project staff in 1972, often remarked on how difficult and frustrating their first year had been. Unfamiliarity with the system had resulted in their registering in too many advanced level courses outside Education for which they lacked adequate background. And, compared to Project students, they had often felt neglected and alone.

Grade point average and former occupation. Table IX reveals that when first year Project students were grouped according to former occupation, administrators had the highest grade point average, 6.7, followed by secondary teachers with a grade point average of 6.3, and tutors with a grade point average of 6.0.

Grade point average and basic education. Examination of Table X revealed that with the exception of students with a basic education of Standard VIII, other Project students, consisting of those with a basic education of Standard X, Form IV, and Form VI, performed well during their first year of study. Students with a basic education of Standard X performed slightly better than any other group.

Examination of background records for Standard X students showed that these students were mainly administrators of whom 57 per cent had

Table IX

Grade Point Averages of Project Student Groups by Former Occupation and Year of Study

Former Occupation	Year of Study	Groups		
		Group I	Group II	Group III
Tutors (N=28)	first	5.9	6.4	6.0
	second	5.8	5.9	5.9
Administrators (N=16)	first		6.7	6.7
	second		6.6	
Secondary Teachers (N=5)	first			6.3
	second			-
Others (N=3)	first		6.8	6.8
	second		6.7	

Table X

Grade Point Averages of Project Student Groups by Basic Education and Year of Study

Basic Education	Year of Study	Groups		
		Group I	Group II	Group III
Standard VIII	first	5.3	4.6	7.2
(N=6)	second	5.6	5.4	-
Standard X	first	-	6.7	7.0
(N=14)	second	-	6.9	-
Form IV	first	6.4	6.7	6.3
(N=26)	second	6.0	6.3	-
Form VI	first	-	-	6.5
(N=5)	second	-	-	-
More than Form VI	first	-	6.5	-
(N=1)	second	-	6.1	-

studied abroad on various scholarships for periods of 4—24 months. The remaining 43 per cent had attended a variety of one-year courses within Tanzania. Four of the six students with a basic education of Standard VIII experienced serious academic difficulties and took the longest time (37 months) to complete their programs. It was only due to careful attention, continual encouragement, and special help, including courses at Alberta College, tutorial services, selective programing, and reduced course loads that these students were able to continue with their programs. Although it had been anticipated that the students who had attended Form VI would attain higher grade point averages than other groups of students, this was not the case. Consequently, these data indicate that selection criteria based primarily on advanced levels of formal schooling might eliminate highly motivated individuals capable of succeeding in programs of higher education.

Subject area specialization. Examination of Table XI reveals that Project students pursued a variety of subject specializations. The area in which the greatest number of students concentrated was Social Studies (40 per cent). Language, Mathematics, and Science followed with 17.3 per cent, 13.4 per cent, and 11.5 per cent respectively. All other specializations had had fewer than 6 per cent of the students enrolled. The 40 per cent enrollment in Social Studies showed a rise of 7.1 per cent from the 32.9 per cent who listed Social Studies (Geography) as their major teaching area in Tanzania.

Examination of students' files revealed that six of the 52 Project students changed their area of specialization after arrival at the University of Alberta. In subject specialization, English lost four

Table XI

Subject Specializations of Project Students at the University of Alberta by Group

Group	Area of Subject Specializations										
	Soc. St.	Lang.	Math.	Sci.	Ed. Psyc.	Home Ec.	Early Child.	Art	Ag.	Phys. Ed.	Gen.
Group I	3	2	0	2	1	2	0	0	1	0	0
Group II	7	3	2	2	2	0	0	0	0	1	0
Group III	11	4	5	2	0	0	2	1	0	0	1
Totals	21	9	7	6	3	2	2	1	1	1	1

students and Science lost one. On the other hand, Social Studies gained four students while Educational Psychology gained two. Although a few students changed specializations after experiencing serious academic difficulties, the majority changed for personal reasons. The changing of subject area specializations raised the issue of conflict between national and individual goals. Supposedly, subject area specialization was an important criterion in pre-selection because it represented one priority in Tanzanian educational planning. During final selection, an effort was made to include a student sample representative of the different subject area specializations, while at the same time taking into account any particular Tanzanian educational priorities, for example, Science and Mathematics.

In all cases, a student's previous academic specialization and work experience, which usually correlated, were carefully examined during the interview. It was expected that a student would continue to pursue the same or a related specialization at the University of Alberta. Because this expectation was assumed by Project staff, but not officially stated by the Ministry of Education, some Project staff found it difficult to withhold permission for students to transfer into other subject specializations in circumstances which did not involve serious academic difficulties. A clearly stated official policy would have eliminated this situation.

Course selection. Table XII displayed the various subject areas in which Project students enrolled for courses during their stay at the University of Alberta. Since the table includes prospective second-year courses for students in Group III, the figures represented are only

Table XII

Subject Areas Selected by Project Students by

Number of Half-courses Selected

Areas of Study	No. of half-courses selected
Curriculum & Instruction	163
Educational Psychology	57
Educational Foundations	34
Educational Administration	72
Educational Audio-Visual	20
Social Sciences	183
English	60
Mathematics	63
Economics	41
Geography	90
Chemistry	24
Biology	39
Psychology	19
Political Science	37
Drama	22
Other	93

approximate. Project students sampled courses in more than 30 different areas of which only the 15 most frequently selected are shown. The figures represent half-courses taken in specific areas. Figures for compulsory first-year courses are not included in the totals.

First-year compulsory courses common to all groups included three half-courses in Curriculum and Instruction, and one half-course each in Educational Psychology and Educational Foundations. One half-course in Rural Sociology was included for Groups II and III, and one half-course in Vocational Education for Group III. The typical Project student took an additional 3.2 full-courses in Education, which can be broken down into the following half-courses: Curriculum and Instruction (3.1), Educational Psychology (1.1), Educational Foundations (0.5), Educational Administration (1.2) and Educational Audio-Visual (0.4). In addition, the typical Project student took 6.4 full-courses in the Arts and Sciences, consisting of the following half-courses: Social Sciences (3.5), English (1.1), Mathematics (1.1), Geography (1.7), Economics (0.8), Political Science (0.7), Chemistry (0.7), Biology (0.8), Psychology (0.4), Drama (0.4), and others (1.8).

Generally, Project students developed a broad program of study. For students, most of whom followed the elementary route, this usually included five full-course equivalents in Education, three full-course equivalents in a subject specialization, four full-course equivalents outside Education but outside the subject specialization, and two full-course equivalent options. The few students who followed the secondary route took five full-course equivalents in Education, five full-course equivalents in a subject specialization, two full-course equivalents

outside Education but outside the subject specialization, and two full-course equivalent options. For students whose total program exceeded the 14 full-course requirement, additional courses were added as options.

Usefulness of the Project Experience

Eight of the nine Project students who had completed their programs at the University of Alberta and who had returned to Tanzania as of December, 1973, were visited by a Project staff member during an annual visit to Tanzania in April, 1974.

Job status. Interviews with Project returnees revealed that eight of the nine had been promoted or were under consideration for promotion to Education Officer (E.O.) IIA, the same status awarded to degree holders from the University of Dar es Salaam. The ninth returnee, who had been in the highest job status category, Senior Education Officer (S.E.O.), before coming to Canada, retained this status upon his return.

Placement of Project returnees. Of the eight returnees who had been tutors before coming to the University of Alberta, four were placed in administrative positions within the Ministry of National Education in Dar es Salaam. The remaining four were again posted as tutors in Colleges of National Education. The ninth returnee, who had been an administrator in the Ministry of Education before leaving Tanzania to study at the University of Alberta, returned to an administrative post at the University of Dar es Salaam. Regardless of placement, all returnees were given assignments which entailed much greater responsibility than they had had previous to obtaining their degrees. One returnee became the first woman to be appointed to one of the UNESCO Project teams that traveled around the regions to work with teachers in an effort to improve primary curriculum

and instruction. Another tutor had just returned from Dar es Salaam where, as his principal's representative, he had just completed selection of all first-year students who would be attending one of the largest Colleges of National Education. And, within Colleges of National Education, returning graduates of the Project were appointed to head numerous departments and committees.

All returnees posted to the Ministry of National Education were placed in new positions recently created when the entire Ministry was reorganized. Two returnees were seconded to the Ministry of Culture and Youth. One, appointed as a section head, was in a key position to influence the development and implementation of sports programs throughout the country. Another, working in the research section, was a member of a four-man team which was developing a systematic approach for collecting information and data on Tanzanian traditions and customs.

Perceptions of Project usefulness. When discussing the usefulness of the Project with returnees, a number of interesting points emerged. Although each individual perceived different aspects of the Project as most useful, there was agreement on a number of issues. Without exception, all returnees cited the importance of a broad general education at the undergraduate level. This appeared especially true in view of the direction in which Tanzania education is heading over the next few years. Due to increased primary school enrollments and critical teacher shortages, all academic subjects are being dropped from Grade A teacher education programs in order to shorten the total program. Consequently, anyone posted to a College of Education will teach Education courses almost exclusively. Graduates returning to administrative positions will be

required to have knowledge in many different areas of education if they are to perform effectively in their jobs.

In addition to Education courses, returnees placed special emphasis on the importance of courses in the Social Sciences. Many felt these courses had extended their backgrounds and had enabled them to consider educational and social problems from a broader perspective. A few of the tutors wished they had taken more Education methods courses, and the newly appointed administrators were grateful they had been strongly encouraged to take courses in Educational Administration. One member of Group X (non-Project Tanzanian student), now Director of Primary Education, cited Field Experiences as one of the most useful courses he had taken at the University of Alberta. He expressed strong support for the special course in Vocational Education which was especially relevant since vocational education was to become an integral part of the primary education program.

Without exception, senior officials in the Ministry of Education and principals of the two Colleges of National Education where Project graduates have been posted, spoke highly of the returnees. They were impressed by the initiative, responsibility, and open-mindedness displayed by the Project graduates, and looked forward to the contributions these individuals would make to the development of education in Tanzania. The students themselves expressed a great sense of self-confidence and an eagerness to explore their new positions. It was quite evident that from a Tanzania point of view, the Tanzania Project was very successful.

Some Non-academic Aspects of the Project Experience

The importance of Project student non-academic experiences was

recognized early in the program planning phase. The program design proposal recommended budgetary provisions to allow Project students to attend various professional and cultural events at the University and in the greater community. In addition, measures were taken to ease the student adjustment process by appointing a special Project staff who would be responsible for assisting students in their transition to life in a Canadian academic and cultural setting.

Any examination of foreign student personal and social experiences must keep in mind that many of the problems singled out for attention are common to both foreign and domestic students and are really more student than foreign (Johnson, 1971). The following account of some of the Project student personal and social experiences is based on categories of variables derived from a review of literature on the international student attending North American higher education institutions.

Student Residential Patterns

A variety of residential patterns emerged throughout the duration of the Tanzania Project. Most of the students in Group I, encouraged by Project staff, remained in the University student residences. One of the Project graduates from this group later remarked that there should have been more flexibility in accommodation arrangements available to this group. Group II students, who arrived late, were housed in Lister Hall during the orientation period, but most eventually found private housing elsewhere. Group III remained in student residences throughout the orientation period which included special attention to the advantages and disadvantages of student residential versus private accommodation. With the third group, the decision to remain in student residences or to

make other living arrangements was left to individual students. Some of those who chose to move off campus later returned to student accommodations.

Various reasons were given for these residential arrangements. Some students complained of noise and lack of privacy in the residences. They found it difficult to adjust to Canadian food, preferring, instead, to prepare their own favorite foods. Some chose to board with Canadian families; others rented apartments or shared the rental cost of a house in the University area with other students. Only a few individuals lived alone at a distance from the University community. To some extent, friendship patterns determined living arrangements between Project students and other fellow nationals, foreign students, and Canadian students.

Adjustment to Canadian Food

Caution is needed in interpreting foreign student reactions to Canadian food served in student residences. Domestic students as well have been known to complain about institutional meals. Project students who had sought private accommodation after having sampled residential life tended to list problems with food as one of the reasons for their move. However, some commented that they soon discovered that the high cost of food during an inflationary period and the inconvenience of having to shop for and to prepare meals were some of the disadvantages of private accommodation.

Clothing Allowance

Although some Project students felt that the CIDA allowance for clothing could have been more generous considering the severity of the

winters in the Edmonton area, the majority of students soon managed to shop economically for the most suitable clothing and a large number of students, particularly women, acquired a fashion sense that made them indistinguishable from the rest of the student body. On special occasions, they were encouraged to wear their national apparel, if available. Credit for this smooth transition to what at times were less than hospitable climatic conditions must be given to the CIDA orientation program. This annual fall orientation included demonstrations and talks on typical Canadian winter clothing and provided advice about how to shop for food and clothing in the Edmonton area. Project staff provided additional assistance and advice, where necessary, for new arrivals each year.

Attendance at Cultural and Sports Events

Budgetary provisions enabled Project students to take advantage of cultural and sporting events at the University and in the community which added to their understanding of Canadian culture. Group attendance at hockey games and at the annual Ice Capades show became a regular feature of the Project. In addition, Project students were able to pursue individual interests in other cultural and sports areas, and during the course of the Project a number of students attended the circus, ballet, opera, symphony performances, boxing matches, and other similar events. Generally, this subsidy was limited to only the first year of study. Often this group became too engrossed in their studies to become fully aware of what was happening outside the academic community. Staff support for this Project activity could be seen in their willingness to purchase tickets in advance and to provide transportation for students attending

these various functions. Although some students would have preferred to have made their own arrangements once they became familiar with the city, the majority were appreciative of these extra efforts by staff. Many expressed their obvious enjoyment of these activities by attending them the following year on their own initiative and at their own expense.

Attendance at the Banff Elementary Education Conference

One of the highlights of the Project students' sojourn was their attendance at the Elementary Education Conference at Banff, Alberta, in 1971 and 1973. For most of the students, whose attendance was funded by the Project, this event marked the first time they had been able to travel at any distance outside the Edmonton area. Surrounded by the beautiful Canadian Rockies, many students found the convention setting an ideal opportunity to meet with Canadian educators, both provincial and national. For some students this encounter with fellow professionals increased their desire to travel and to explore more of North America. Many students expressed the wish that CIDA had been able to include such travel allowances in the budget. A few determined individuals managed to save enough from their living allowances to be able to take short trips between terms to other parts of Alberta, Canada, and the United States. On their return, they remarked that these experiences had truly broadened their educational perspectives and had widened their circle of friends and professional acquaintances.

University and Community Services for Foreign Students

Countless individuals, including professors, teachers, and other Edmontonians, and organizations have made special efforts to make the Project a warmer and less lonely experience for the Tanzanian students.

At the University, the CIDA office, under Major R. C. W. Hooper and Ms. T. Chrissie, provided many services for CIDA students which complemented those planned by the Project staff. Orientation Week, sponsored by the Students' Union, Graduate Students' Association, Foreign Student Office, and CIDA, provided information and advice to foreign students concerning shopping, banking practices, housing, local public transit, Canadian laws, clothing, student services, and library and recreational facilities and activities available on campus. Students were taken on tours of the Provincial Legislative Building, Edmonton Public Library, and of the city area. Other planned activities included invitations to the International Dinner, the CIDA luncheon, the National Student Groups Night, and the trip to the Alberta Game Farm or the Provincial Museum (depending on the weather), followed by a family picnic.

Community groups, such as the Zonta Club and the Rotary Club, also took an interest in the Project students, particularly during the first year of the Project. Several of the women in the Project were "adopted" by Edmonton families through their association with Zonta women. Other students received invitations to Canadian homes through names submitted to the Host Family Program run by the Student Affairs Office. The students were hosted on many occasions by the Director and other Project staff.

Other Social Contacts

In appreciation for these many acts of friendship by Canadians, Tanzania Project students reciprocated by inviting the Project staff and other newly-made friends in the University and larger community to many of their own social activities. As their numbers increased, the students

formed their own Tanzanian Student Association. They invited others to join with them in their annual celebration of Tanzanian Independence Day. Project students were also active in other student activities on campus, participating in the CUSO conference on the Third World and playing on University athletic teams.

The out-going, friendly nature of most Project students made them excellent ambassadors for Tanzania. Through Field Experiences they met many teachers, school children, and administrators who were often so impressed by their performance and attitudes that they invited the students back to give talks and presentations on Tanzanian culture and society. Whenever possible, the Project students accepted these invitations and left their Canadian hosts a little richer for having had this experience. Furthermore, Project students planned and presented a program of tribal dances, costumes, and musical instruments which was taped for educational television and later presented by MEETA to the community viewing audience.

Some General Comments

Although the positive results of such intercultural exchanges are often intangible, nevertheless, Project staff and student reactions strongly indicated that attention to the personal and social aspects, in addition to the academic, must continue to be a part of well-planned intercultural education programs. Any international student program which requires that a foreign student leave home and family for prolonged study in a distant and less familiar culture can expect individual students to experience periods of loneliness and homesickness. However, Project staff suggestions for alleviating these problems failed to gain CIDA

approval. Unfortunately, a few might even be the victims of discrimination by those who cannot tolerate or accept cultural diversities. Understandably, those students who have been conditioned by such experiences will tend to withdraw into foreign student cliques in order to minimize contact with Canadians. Fortunately, Tanzania Project students, through their willingness to interact with their fellow students and other Canadians, have laid the foundations for a lasting friendship between Tanzania and Canada.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The complexity of the problems of social, cultural, and economic change in today's world community has resulted in a variety of international cooperative development projects. The Tanzania Project, involving Tanzania and Canada, is one such example. Through this Project, sponsored by the Canadian International Development Agency (CIDA), the University of Alberta has provided special teacher education programs for selected Tanzanian educators.

Summary of the Study

Establishing the Tanzania Project

During the decade after independence, major changes in Tanzanian educational policies resulted in the need to upgrade primary teacher education. In response to the Tanzanian request for Canadian assistance, in 1970 a feasibility study was conducted in Tanzania by the University of Alberta. This study recommended that a special program be established at the University of Alberta for selected Tanzanian educators who would be involved in teacher education in Tanzania. In May, 1971 a contract between CIDA and the University of Alberta officially established the Tanzania Project within the Department of Elementary Education at the University of Alberta.

Project Goals

The three main goals of the Tanzania Project were broadly perceived by University of Alberta officials. The central goal was to assist in

the academic and professional development of Project students. Another Project goal was the promotion of international understanding through positive interaction between Tanzanians and Canadians and through a cross-cultural exchange of ideas and information on common education and development problems. A third goal was to contribute to the general development of Tanzania by providing appropriate programs based on Tanzanian needs and by consulting frequently with Tanzanian officials.

Changing Needs and Objectives

Originally intended as a special one-year diploma program for Tanzanian primary tutors (teacher trainers), during the three years of Project operation, Project objectives were adapted to meet the needs of Tanzania and of a more diverse Project student population. Altogether, 52 Tanzanian educators were admitted to the Tanzania Project. Group I, made up of 11 primary tutors, arrived in August, 1971. When the diploma program was replaced by a B.Ed. degree program in 1972, they were allowed to continue their studies rather than return to Tanzania as had been planned. Group II, composed of 18 tutors and educational administrators, arrived in the fall of 1972, and Group III, consisting of 23 tutors, administrators, and secondary school teachers, joined the Project in the summer of 1973. Group IV, made up of 21 students who had been interviewed in March, 1974, were expected to arrive in the summer of 1974. However, the decision to phase out the Project meant that this group would not be admitted to the Project.

Selection of Project Students

Selection of prospective candidates for the Tanzania Project was carried out in two phases, pre-selection and final selection. During

the pre-selection stage, Tanzanian Ministry of Education officials short-listed the total number of applicants. University of Alberta officials participated in the annual final selection of approximately 20 candidates. Pre-selection criteria included Tanzanian citizenship, a general education of an acceptable standard, a minimum of four years' teaching experience, membership in TANU (the official political party), and a letter of recommendation from a senior officer. Applicants also supplied CIDA with biographical information. Final selection criteria included English language proficiency, academic background, area of specialization, motivation, maturity, marital status, age, sex, and job distribution. Since the majority of Project students did not meet the normal University entrance requirements, Project participants were admitted as "special students" and upon the successful completion of this probationary year, they were transferred then to official B.Ed. degree programs.

Composition of Project Student Groups

The composition of Project student groups reflected the changing needs and priorities of Tanzanian education. The majority of Project students were married males, over 30 years of age, and had five years or more teaching experience. Most had at least Form IV formal schooling and all had pursued further studies in order to upgrade their educational qualifications. Of the three main occupational groups represented in the Project, administrators were among the oldest, had the highest job status, and had the least formal schooling. Secondary teachers were among the youngest, had average or above average job status, and had the most formal schooling. Tutors were mature and experienced persons with average or above average job status and formal schooling. Of the

ten different teaching backgrounds represented in the Project, Geography had the highest concentration of students. According to selection criteria, Science and Mathematics teachers were preferred, yet in 1974 less than one third of the total pool of candidates to be interviewed for final selection had either Science or Mathematics backgrounds.

Student Orientation

Although not a part of the Project design proposal, an orientation program was devised and administered by Project staff on an annual basis. Seminars, orientation tours, program planning, participation in the CIDA fall orientation, and staff assistance with registration were some of the activities planned for those years when students arrived before the beginning of the University term. In addition, Project students attended special sessions on library orientation and Group III received daily assistance in English language for three weeks. Some attention was paid to the provision of advance information about the Project to prospective students in Tanzania.

Appointment of Project Staff

The broad scope of Project objectives required the services of a special Project staff. In May 1971 Dean M. Horowitz, at that time Chairman of the Department of Elementary Education and presently Dean of the Faculty of Education, was appointed Project Director. Shortly after, he began to appoint other Project staff. Staff selection was based on professional background, sensitivity to human concerns, and teaching experience in an African country. Both female and male staff were appointed and an effort was made to include individuals specializing in a variety of subject areas. In 1971 the Director was assisted by two full-time

and one part-time staff. In 1972 two part-time staff were added. In 1973 the Project staff consisted of the Director, three full-time staff (including the Project Coordinator), and three part-time staff.

Project Staff Responsibilities

No special in-service program was provided for Project staff and other University faculty working with Project students. Prior to appointment, each Project staff member was interviewed by the Project Director and/or Coordinator and received a brief overview of the scope and purpose of the Project. Newly-appointed staff and interested faculty were also invited to attend the student orientation seminars.

Generally, Project staff responsibilities included student counselling, program planning, conducting seminars, organizing and supervising field experiences, supervising independent studies, planning and attending Project social functions, orienting new students, evaluating student achievement, and annual reporting of Project progress. Individual staff performed other Project-related tasks such as selecting Project students or coordinating Project activities. Full-time Project staff had teaching responsibilities in the Department of Elementary Education. Nearly all part-time staff were engaged in graduate or post-graduate studies.

Academic Program

An attempt to provide a meaningful educational experience for a selected group of Tanzanian educators, culminating in a B.Ed. degree, required a sensitivity to three areas, Tanzanian needs, individual goals, and University degree requirements. In an effort to accommodate these variables, a special first-year program was devised containing a core program developed around students' past academic and work experiences.

This program provided students with the opportunity to broaden their knowledge in the field of education, to become acquainted with education as applied in the field, and to explore selected courses in the Arts and Sciences.

The majority of first-year compulsory courses focussed on Education, particularly curriculum development, teaching methods, teacher education, and child development. Courses outside Education were carefully selected to correspond with individual students' subject specializations. Experiences in the field provided students with the opportunity to become acquainted with Canadian schools, teachers, and children. Weekly non-credit seminars served as a forum for informal discussion of educational experiences, and for meeting a variety of educators from outside the University. Wherever possible, an attempt was made to relate courses to Tanzania. This was accomplished by providing special sections of courses for Tanzanian students which were taught by instructors with a genuine interest in and a concern for foreign students, particularly Tanzanians. During the second year, student programs generally were concentrated in areas outside Education, particularly in subject specializations and related areas, and in other areas of interest.

In response to Tanzania's changing educational needs, the number of special compulsory courses increased for each new group of students. Because no provision had been made for systematic program evaluation, these courses were retained on the basis of informal student feedback. New courses were added after discussions with officials in Tanzania. However, as the number of special compulsory courses increased, student sensitivity toward being taught as a separate group also increased.

Because of the diverse and varied composition of each group of students, it was extremely difficult to predict and to plan for the precise balance between special compulsory courses and all other courses.

Resources

In 1971 and 1972, CIDA provided a tuition fee of $3000 per year per first-year Project student. This amount included money for instructional and administrative expenses, including regular tuition fees to the University. In 1973 the formula was revised to provide $1700 per year per student, for all students either entering or continuing with the Project.

Salaries for Project staff accounted for the largest administrative expenditure, while Field Experiences was the most costly instructional expense. No special funds were provided for evaluation of the Project. The University provided hidden subsidies in terms of office space, and library and classroom facilities, and the Department of Elementary Education supplied office services for Project staff. Implementing and maintaining an operation like the Tanzania Project required an intense involvement on the part of the Director and other Project staff that cannot be easily measured in monetary terms.

Academic Achievement

As of August, 1974, 25 of the 52 Project students had completed the requirements for the B.Ed. degree while the remaining students continued to work toward their degrees. No one had withdrawn before completing the B.Ed. degree program. Analyses of grade point averages for Project students in their first and second years revealed that for all groups grade point averages were slightly better during the first

year, but not significantly different from those of the second year. However, when a similar analysis was carried out on a group of non-Project Tanzanian students with similar backgrounds and work experiences, a significant difference was found between their first and second year grade point averages. The non-Project students performed significantly better during their second year.

Although both Project and non-Project students had similar total programs, first year programs differed. Project students concentrated on Education courses, while non-Project students concentrated in areas outside Education during their first year. In addition, unlike Project students, first year non-Project students did not have access to a special staff who provided continual academic and personal counselling.

With the exception of some Project students with a basic education of Standard VIII, all other students performed well academically during both years of study. When grouped by former occupation, administrators performed somewhat better than tutors or secondary school teachers.

Generally, Project students followed a broad program of study consisting of 14 full courses. One year credit for previous teacher preparation enabled most students to complete the remaining three years in approximately 24 months through continuous year-round study at the winter, spring, and summer sessions.

Courses in Curriculum and Instruction and in the Social Sciences were most frequently selected. As an area of specialization, Social Studies had the largest enrollment, 40 per cent. Language, Mathematics, and Science followed, but averaged less than 20 per cent of the total enrollment. Although most Project students pursued subject specializations

which were related to past academic and work experience, some students insisted on changing specializations for personal reasons after their arrival in Canada. This raised the issue of conflict between national and individual goals and was difficult to resolve without a clearly stated official policy from the Tanzanian Ministry of Education.

Project Returnees

Project graduates, upon returning to Tanzania, were promoted to higher job status categories than they had held before coming to Canada. They were also posted to positions in administration and teacher education. Regardless of posting, all Project returnees were given assignments which required greater responsibility than they had had prior to obtaining their degrees.

Some Personal and Social Aspects of the Project

The personal and social implications of the Project experience were also important concerns. Numerous studies have indicated that adjustment problems can affect foreign student academic achievement. A special Project staff provided counselling and advice on a variety of academic, personal, and social matters. Consequently, few of the serious problems encountered by some foreign students were reported by Project students. The need to provide opportunities for Project students to gain a better understanding of Canadian culture was recognized early in the Project planning phase. One of the highlights of the Project was attendance at the Elementary Education Conference at Banff, Alberta, in 1971 and 1973. Attendance at hockey games, Ice Capades, and at other cultural and sports events of interest to individual students became a regular feature of the Project. Project students were hosted on numerous

occasions by the Director and other Project staff, professors, teachers, students, and interested Edmontonians, and by University and community agencies. In return, Project students invited their new friends to many of their own social functions and celebrations. On many occasions they were invited to give talks and presentations on Tanzania and in numerous ways they became excellent ambassadors for Tanzania in Canada.

Conclusions

The present troubled world situation calls for greater involvement in cooperative development activities among countries. Effective international education programs such as the Tanzania Project can lead to international cooperation on other matters. Implementation of the broad goals of the Tanzania Project required cooperation between Tanzania and the University of Alberta in the selection of Project students and in the development of suitable programs based on Tanzanian needs. Funding for the Project depended on CIDA approval of proposed procedures and activities. Thus, continued successful operation of the Project required coordination of Tanzanian, CIDA, and University policies and decisions.

Effective cooperation requires respect for each partner's autonomy. Although Tanzania and the University were both involved in the selection of Project candidates, the University recognized Tanzania's right to set educational priorities and to choose and place Project students according to national needs. Therefore, objection to certain Project personnel during the 1974 annual visit to Tanzania was seen as an encroachment on University autonomy and was a major factor which later affected the decision to phase out the Project.

The concern for the personal and social aspects of the Project as

well as the academic was a unique feature of the Tanzania Project. The special Project staff made up an impressive pool of professional talent, teaching experience, and personal dedication that helped make the Project a successful operation. The dynamic leadership of the Project Director and his deep concern for the welfare of individual Project students and staff set the tone of the whole Project. However, failure to convince CIDA of the importance of the human element in international education and development programs made it difficult for Project staff to implement some of their ideas.

Major changes in Tanzanian educational needs and priorities resulted in a growing diversity in Project student groups. The fluidity of Project objectives and the flexibility of Project staff made it possible to make the necessary program modifications. The attempt to provide a special first-year program sensitive to Tanzanian needs and individual goals was quite successful. Separate course sections enabled instructors to concentrate on the special needs of each group and, as far as possible, to relate the course to Tanzania.

However, a need existed to establish a better balance between special compulsory courses for Tanzians only and all other courses. This was extremely difficult because program planning had to be completed before each new group arrived, resulting in a revised program based on past experiences with other students and on future projected needs. Student objections to the special courses which required grouping Project students together as a separate unit seemed to question the basic philosophy of this special first-year program. Consequently, increasing student dissatisfaction with the first-year program was also an influence on the decision to phase out the Project.

In addition, program modification, which was based primarily on informal student feedback and staff perceptions, also should have included data gained from a systematic program evaluation. Together, these three sources of information would have given a more accurate picture of the effectiveness of the core program and provided a sounder basis for its modification.

Although funding for the Tanzania Project, as it existed, was considered adequate, special funds should have been included for an evaluation component to be built into the program design from the beginning of the Project. Evaluation should extend for several years after the Project was phased out in order to collect important information on the effect of the Project in Tanzania.

From the beginning of the Project, the Director had insisted on complete autonomy in decisions regarding expenditure of Project funds. Although CIDA initially agreed to this policy, they periodically questioned decisions made by the Director on behalf of the Project. An increasing number of these incidences gradually eroded the cordial relationship that had originally existed between the University and CIDA. Continual frustration and annoyance over CIDA policies which limited Project possibilities contributed to the decision to end University involvement with the Project.

Since academic achievement can be affected by human and social adjustment problems, a greater sensitivity must be shown toward the human concerns of foreign students, including an adequate living allowance and provision for married students to be accompanied or visited by their spouses. In addition, funding for activities other than academic

was essential to provide opportunity for Tanzanian students to become better acquainted with Canadians and with Canadian culture.

Continual involvement of Project staff in attempting to meet the needs of increasing numbers of Project students and to coordinate Project activities with CIDA and Tanzanian requirements, over time, strained the existing human resources of the Project. Consequently, an operation which requires such intensive staff involvement should have a definite time limit.

The Project demonstrated that special attention in terms of staffing, programming, and counselling enabled highly motivated, mature individuals who lacked normal University entrance requirements to succeed at the B.Ed. degree level. Statistical analyses of first- and second-year achievement for both Project and non-Project Tanzanian students indicated that program planning under close supervision by a special staff can be an important factor in first-year academic success.

Programs for first-year Project students concentrated on Education courses. Only during the second year were students allowed to concentrate on courses outside Education. In addition, factors other than former basic education appeared to influence academic success. These included maturity, motivation, former work experience, and alternative educational experiences.

Clarification of Tanzanian selection policies would have assisted Project staff in the planning of individual student programs. If students and staff had had a clearer understanding of Tanzanian expectations and had known definitely whether to place emphasis on national or individual goals, misunderstandings about subject specializations would have been minimized.

Based on the experiences of the Project graduates who have returned to Tanzania, Project students can expect to be credited for their Project experiences in terms of higher job status, wherever possible, and to be placed in more responsible positions in administration and teacher education. However, in order to determine the usefulness of the Project in Tanzania, provision should have been made for a long term follow-up study. A systematic evaluation over the next few years would help to identify the real outcomes of the Tanzania Project and would determine its effect on Tanzanian educational development.

Recommendations

The following recommendations are based primarily on Project staff perceptions and experiences. They are offered as possible guidelines for designing and implementing similar or related international education programs. A few general recommendations, common to all international development programs, were singled out as primary recommendations. The majority of the recommendations, which can apply more specifically to programs similar to the Tanzania Project, were grouped under secondary recommendations.

Primary Recommendations

1. There is a continuing need for foreign study programs for educators from developing countries who do not normally qualify for University entrance. Consequently, programs like the Tanzania Project should be encouraged, but only when it is not possible to provide the training in the home country.

2. A foreign study program should have a definite time limit agreed to by all parties from the onset and should be terminated on schedule. Requests for extension or resumption of the program should be considered only after a complete evaluation has determined its effectiveness.

3. Areas and limits of autonomy for all participating parties, namely the sponsoring agency, the host University, and the home country, should be clearly defined and agreed upon before a project is implemented.

4. Provision for a systematic evaluation should be built into a project design from its beginning and should include long-term follow-up activities.

5. Financing for a project should include adequate funding for both academic and personal/social needs. Human needs must be recognized and treated as an important element in determining the success of a project.

Secondary Recommendations

Goals and objectives.

1. The broad goals and objectives of the Tanzania Project should provide a worthwhile model for other international education programs.

2. The Tanzania Project has shown that continuing cooperation between participating countries in planning and implementing suitable education programs is essential.

3. The Tanzania Project has demonstrated a need for frequent contact among project officials, education officials in the home country, and project students. This can be accomplished through annual visits to both countries by officials from the participating agencies. Such contact is essential for mutual understanding of political, ideological, educational, and social realities and of goals of participating countries.

4. Autonomy of both parties, the host university and the home country, must be respected. The University must reserve the right to hire and deploy staff in the best interests of the project; the country reserves the right to place returning graduates in positions best suited to educational needs and priorities.

5. Greater clarification and specification of educational goals and priorities by the developing country would be helpful in implementing an international education program. However, an operation such as the Tanzania Project must remain sensitive to constant change and fluid enough to adapt accordingly.

Selection of students.

1. Both project staff and officials of the home country should be involved in the selection process. Cooperation in this area is essential.

2. Criteria for both pre-selection and final selection should be clearly stated and understood by all parties concerned, namely the University, education officials, and prospective students.

3. Rigorous academic selection criteria based primarily on former basic education are not essential if provision exists for a "special first-year" at the host University. As in the Tanzania Project, attention should be paid to other criteria such as maturity, motivation, work experience, and other academic experiences.

4. There should be sufficient background information on each prospective student to assist in the selection process and in the program planning by project staff. This would include biographical information, transcripts, records of other academic and work experiences, and some indication of English language proficiency.

5. The composition of each group should be limited to one or two occupational groups, preferably those with greatest homogeneity in past academic and work experience. In the case of the Tanzania Project, this would mean accepting primarily teacher trainers; however, administrators could also be included. If secondary teachers are to be considered, they should be accommodated in a similar program at a different university.

6. The size of each group should be limited. Fifteen students per group would be optimal; 20 students should be the absolute maximum.

Orientation of students.

1. A pre-departure orientation session should be conducted in the home country by education officials for that country and by members of the project staff. This would enable project staff to ascertain the needs of each new group and would give the prospective students an opportunity to become familiar with project goals, requirements, and procedures.

2. An extended orientation period at the host university is essential. It should include a language program, counselling and planning, advice on residential opportunities, use of the libraries, and tours of the surrounding areas.

3. The arrival of each new group of students in time for the orientation must be assured. Pre-departure orientation activities should be completed early enough to enable project students to depart on schedule.

Selection and preparation of staff.

1. Selection of appropriate staff for special programs for international education is essential. The criteria used for selection of project staff should include a sensitivity to human concerns, teaching experience in developing countries, particularly in the home country, a variety of teaching specializations, and experience with local school systems.

2. A systematic orientation of project staff and other instructors teaching project students should be carried out each year in an effort to familiarize them with Project goals, objectives and activities, and to provide information about the home country and its educational system.

Academic program.

1. Provision for a "special" first-year program is very important. This includes a core program built on students' strengths (Education) and tailored to individual needs.

2. The existence of a special staff to coordinate project activities, and to provide academic and personal counseling is essential.

3. Relating courses as far as possible to the home country by providing special sections of courses for project students only which are taught by interested and concerned instructors is important.

4. The balance between all compulsory courses, including those for project students only, and other courses should be carefully examined. Decisions to retain or reject compulsory courses should be based on student feedback and the results of a systematic objective evaluation of the core program.

5. Student representatives provide a liaison between project staff and students. They should be invited to attend weekly planning sessions on a regular basis.

Staff duties and responsibilities.

1. The primary duties of project staff, including coordinating project activities, program planning and counseling are essential to the success of the operation.

2. Full-time staff should continue to share teaching responsibilities with their respective departments. Because of the nature of the program, full-time assignment on a project is emotionally exhausting. In addition, it is important for

staff members to remain in touch with their teaching specializations, especially when a project extends over a period of years.

3. When the project is operating at full strength, full-time project staff should spend no more than one-third of their time in the department and two-thirds on the project.

4. Weekly planning sessions for project staff, which includes the director, are essential in maintaining communication among all staff. In addition, these sessions provide a regular opportunity for discussion of project policies, activities and problems.

Resources.

1. Funding for an on-going and follow-up evaluation should be included in the project design.

2. Even though funding for academic activities may be adequate, additional funds which focus on the human, social, and cultural needs of individual project students must also be provided.

3. When operation of a project necessitates an intense involvement of project staff over extended periods of time, a definite time limit should be set on the length of the project and this limit should be observed. In the case of programs like the Tanzania Project, a three-year time limit is suggested.

Academic achievement.

1. Intense program counseling by a special staff is essential to ensure optimal academic success for project students.

2. First-year courses in a program should emphasize Education; courses outside Education should be emphasized during the second year.

Usefulness of the project in the home country.

1. Provision should be made for a long-term follow-up study of the effect of the project in the home country. Regardless of the academic success of project students at the host university, real success of a project is measured by the impact it has on education at home. Evaluation of the project in the home country is essential.

2. Contact between the university and project returnees should be maintained through correspondence, subscriptions to professional literature and periodic visits by project staff.

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